

COMMISSION RECOMMENDATIONS AND THEIR
DEVELOPMENT -- DRAFT REPORT

STAFF REPORT NO. 12

COMMISSION RECOMMENDATIONS AND THEIR
DEVELOPMENT -- DRAFT REPORT

Prepared for

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October, 1974

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INTRODUCTION

This report summarizes the process the Commission on Post-Secondary Education utilized in arriving at the recommendations which appear in the Draft Report. This process consisted of four steps:

- The Commission staff presented its recommendations (June 6th)
- The Commission reviewed the staff recommendations in committees. The amendments and modifications to the staff recommendations were compiled by the committee chairpersons (June 6, 7)
- The full Commission debated and adopted recommendations for the Draft Report
- The staff made minor editorial changes to improve style and consistency prior to publication of the Draft Report.

The results of each phase of this process are set forth in a format which will allow the reader to trace the development of each recommendation.

#1
ORIGINAL STAFF RECOMMENDATIONS

#2
CHANGES MADE BY COMMISSION
June 6-7, 1974

#3
RECOMMENDATIONS ADOPTED
BY COMMISSION
June 26-27-28, 1974

#4
HOW THE RECOMMENDATIONS
APPEAR IN THE COMMISSION'S
PRELIMINARY REPORT*

P L A N N I N G

1. Long-range planning should be conducted at eight-year intervals by an ad hoc commission of public representatives appointed by the governor. The commission should consist of 10 to 15 persons. It should complete its task within one year.
2. Continuous planning should be the responsibility of the State Board of Education. The Board should be responsible for approving state plans for post-secondary education.
 - a. The state Board should appoint a permanent advisory committee for comprehensive statewide post-secondary education planning. This committee should be broadly and equitably representative of the general public and public and private nonprofit institutions of post-secondary education, including community colleges, post-secondary vocational schools, four-year colleges and universities, the State Advisory Council for Vocational Education, and the Commission on Federal Higher Education Programs. The advisory committee should be designated the state agency to receive federal funds under Section 1202 and Title X of the Education Amendments of 1972.
1. Long-range planning should be conducted at eight-year intervals by an ad hoc commission of public lay representatives appointed by the Governor. The commission should consist of an odd number (but no more than 11) persons, and should include ex-officio membership from the State Board of Education and the Board of Public Education. The commission should complete its task within one year.
2. For purposes of complying with federal regulations, the State Board of Education (the combined board) should be the single board, with the Board of Regents and its executive officer having primary responsibility for post-secondary vocational-technical education and the Board of Public Education and its executive officer having primary responsibility for secondary vocational-technical education.
1. NO CHANGE
2. ALL OF 2. DELETED
- (32) Long-range planning should be conducted at eight-year intervals by an ad hoc commission of public lay representatives appointed by the Governor. The commission should consist of an odd number (but no more than 11) persons, and should include ex-officio membership from the State Board of Education. The commission should complete its task within one year.

NOTE: CHANGES, ADDITIONS AND DELETIONS INDICATED BY UNDERLINING

*The number preceding the recommendation indicates the order in which the item appears in the report.

#1

#2

#3

#4

2. (CONT'D)

- b. The Commissioner of Higher Education should be designated administrative officer of committee.

c. In order to avoid duplicative information gathering, the administrative officer should contract with the Superintendent of Public Instruction for the collection of data related to vocational-technical centers.

3. At the state level, program review for the vocational-technical centers is, and should remain, the responsibility of the Board of Public Education.

4. Program review for the University System is, and should remain, the responsibility of the Board of Regents.

5. At the state level, program review for the community colleges is, and should be, the responsibility of the Board of Regents, except with respect to federally funded vocational-technical programs which must also be reviewed by the Board of Public Education in its function as the State Board for Vocational Education.

6. The Board of Public Education and the Board of Regents should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed and an explicit determination regarding continuance, modification or termination is reached at least once every five years for university and four-year college programs and once every three years for vocational-technical and community college programs.

2. (CONT'D)

- b. The Commissioner of Higher Education should be designated administrative officer of the committee, and should be provided with adequate staff to fulfill this responsibility.

c. DELETED

3. DELETED

4. DELETED

5. At the state level, program (as defined by current Regent policy) review for the community colleges should be the responsibility of the Board of Regents except with respect to federally funded vocational-technical programs which must also be reviewed by the Board of Public Education.

6. The Board of Regents should establish schedules whereby all programs under its jurisdiction are systematically reviewed and an explicit determination regarding continuance, modification or termination is reached at least once every five years for university and four-year college programs and once every three years for vocational-technical and community college programs.

2. (CONT'D)

(ALL OF 2. DELETED)

3. NO CHANCE (DELETED)

4. NO CHANCE (DELETED)

5. NO CHANCE

6. The Board of Regents and the Board of Public Education should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed. An explicit determination regarding continuance, modification or termination should be reached at least once every five years for university and four-year college programs, and once every three years for vocational-technical and community college programs.

- (34) At the state level, program review for the community colleges should be the responsibility of the Board of Regents, except with respect to federally funded vocational-technical programs, which must be reviewed by the Board of Public Education also.

- (33) The Board of Regents and the Board of Public Education should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed. An explicit determination regarding continuance, modification or termination should be reached at least once every five years for university and four-year college programs, and once every three years for vocational-technical and community college programs.

#1

7. Each program should be reviewed on an individual basis. A universal formula to determine whether programs should be continued or discontinued is neither feasible nor desirable. However, as part of the process for reviewing existing programs, certain minimal criteria should be applied and documentation with respect to those criteria should be reviewed by the boards. These include:

- a. Number of graduates from the program in each of the last five years
- b. Number of students enrolled in the program for each of the last five years; the rate of completion; the rate of attrition; ratio of enrollment to degree productivity
- c. The number of students not enrolled in the program who are served by it - also for each of the last five years
- d. The size of classes identified as integral elements in the program
- e. For colleges, universities and community colleges, cost per credit hour - upper division, lower division and graduate - of the courses identified as integral elements in the program

#2

7. NO CHANGE

a. NO CHANGE

b. NO CHANGE

c. NO CHANGE

d. NO CHANGE

e. NO CHANGE

#3

7. NO CHANGE

a. NO CHANGE

b. NO CHANGE

c. NO CHANGE

d. NO CHANGE

e. NO CHANGE

#4

- (35) Each program^a should be reviewed on an individual basis. A universal formula to determine whether programs should be continued or discontinued is neither feasible nor desirable. However, as part of the process for reviewing existing programs, certain minimal criteria should be established by the boards and applied in the staff review. Fully documented findings should be presented then to the boards for action.

- (36) Appropriate criteria will be developed over a period of time and will be subject to change as conditions alter. Therefore we hesitate to specify them, but believe they should take account of the following factors:

- a. number of graduates from the program in each of the last five years.
- b. number of students enrolled in the program for each of the last five years; the rate of completion; the rate of attrition; ratio of enrollment to degree productivity.
- c. the number of students not enrolled in the program but who are served by it for each of the last five years.
- d. the size of classes identified as integral elements in the program.
- e. for colleges, universities and community colleges, cost per credit hour of the courses identified as integral elements in the program (upper division, lower division and graduate).

^a"Program" refers to a series or sequence of courses leading to a certificate or degree, or designed to prepare students for immediate employment or occupational upgrading.

#1

#2

#3

#4

7. (CONT'D)

- f. For vocational-technical centers, cost per contact hour for courses identified as integral elements in the program
- g. Cost per program graduate
- h. Faculty/Instructor workload
- i. Faculty/Instructor qualifications
- j. Reputation of the program
- k. Positions achieved by graduates of the program
- l. Positions achieved by persons enrolled in the program who may have achieved their educational objectives without completing requirements for the degree or certificate
- m. Total production of graduates in the program area from all institutions in the state (and when appropriate, in the region and/or nation)
- n. Economic and/or qualitative improvements which might be achieved by consolidation and/or elimination of the program
- o. General student interest and demand for the program; morale of students in the program

7. (CONT'D)

- f. NO CHANGE
- g. NO CHANGE
- h. NO CHANGE
- i. NO CHANGE
- j. Reputation and intrinsic value of the program.
- k. NO CHANGE
- l. NO CHANGE
- m. NO CHANGE
- n. NO CHANGE
- o. General student interest, evaluation and demand for the program; morale of students in the program

7. (CONT'D)

- f. NO CHANGE
- g. NO CHANGE
- h. NO CHANGE
- i. NO CHANGE
- j. NO CHANGE
- k. NO CHANGE
- l. NO CHANGE
- m. NO CHANGE
- n. NO CHANGE
- o. NO CHANGE

(36) (CONT'D)

- f. for vocational-technical centers, cost per contact hours for courses identified as integral elements in the program.
- g. cost per program graduate.
- h. faculty/instructor workload.
- i. faculty/instructor qualifications.
- j. reputation and intrinsic value of the program.
- k. positions achieved by graduates of the program.
- l. positions attained by persons enrolled in the program who may have achieved their educational objectives without completing requirements for the degree or certificate.
- m. total production of graduates in the program area from all institutions in the state (and when appropriate, in the region and/or nation).
- n. economic and/or qualitative improvements which might be achieved by consolidation and/or elimination of the program.
- o. general student interest, evaluation and demand for the program; morale of students in the program.

#1

7. (CONT'D)

- p. Indicators of present and future demand for graduates of the program
- q. Appropriateness of the program to the mission of the institution
- r. Any needs for other programs of higher priority which might be funded fully or partially from savings realized by discontinuance of the program under review
- s. Adequacy of support services, particularly library, laboratory and educational facilities
- t. Compatibility with state plans
- u. ADDED BY COMMISSION 6/27/74

#2

7. (CONT'D)

- p. NO CHANGE
- q. NO CHANGE
- r. NO CHANGE
- s. NO CHANGE
- t. NO CHANGE
- u. ADDED BY COMMISSION 6/27/74

#3

7. (CONT'D)

- p. NO CHANGE
- q. NO CHANGE
- r. NO CHANGE
- s. NO CHANGE
- t. NO CHANGE
- u. similarity to programs offered at any of the other units

#4

(36) (CONT'D)

- p. Indicators of present and future demand for graduates of the program.
- q. appropriateness of the program to the mission of the institution.
- r. any needs for other programs of higher priority which might be funded fully or partially from savings realized by discontinuance of the program under review.
- s. adequacy of support services, particularly library, laboratory and educational facilities.
- t. compatibility with state plans.
- u. similarity to programs offered at any of the other units.

#1

#2

#3

#4

8. In addition to the above, the following criteria should be applied to the review of graduate programs by the Regents:

- a. Average time of completion of those to whom the degree has been awarded
- b. Benefits accruing to the institution and the state independent of enrollment or degree production
- c. Proportion of departmental resources devoted to the program
- d. Sources of funding - state, federal, etc.
- e. Qualifications of faculty
- f. Qualifications and backgrounds of students attracted to the program
- g. Relationship to and impact upon undergraduate program

9. Procedures for existing program review:

- a. Governing board should identify programs to be reviewed and establish schedule

8. NO CHANGE ALL OF 8.

9. NO CHANGE

- a. NO CHANGE

8. NO CHANGE ALL OF 8.

9. NO CHANGE

- a. NO CHANGE

(37) In addition, the following criteria should be applied to the review of graduate programs by the Regents:

- a. average time of completion of those to whom the degree has been awarded.
- b. benefits accruing to the institution and the state independent of enrollment or degree production.
- c. proportion of departmental resources devoted to the program.
- d. sources of funding - state, federal, etc.
- e. qualifications of faculty.
- f. qualifications and backgrounds of students attracted to the program.
- g. relationship to and impact upon undergraduate program.

(38) The following procedures should be used in review of existing programs.

- a. Governing boards should identify programs to be reviewed and establish a review schedule.

- | | | | |
|--|---|---|--|
| <p>#1</p> <p>9. (CONT'D)</p> <p>b. Review should begin at the institutional level where the program is assessed according to criteria of 7 and/or 8 above. When review is completed at the institutional level, results are forwarded to the governing board's executive officer with the institution's recommendations for continuance, discontinuance, modification, or provisional status. The latter should be recommended and granted only when a program is relatively new or when the additional time will be used to develop information which does not exist or is not available. Provisional status should be granted for a specified time period.</p> <p>c. The board's executive officer should conduct an independent analysis of the materials submitted by the institution. If necessary, the analysis may include the views of outside consultants. The executive officer should present his recommendation with supporting documentation to the board. If his/her recommendation is not in agreement with that of the institution, the executive officer should notify the institution of the recommendation and reasons in sufficient time for the institution to prepare a rebuttal to the board or to withdraw the recommendation.</p> | <p>#2</p> <p>9. (CONT'D)</p> <p>b. NO CHANGE (Except to change section numbers to correspond with previous changes)</p> <p>c. NO CHANGE</p> | <p>#3</p> <p>9. (CONT'D)</p> <p>b. Review should begin at the institutional level where the program should be assessed according to criteria of 4 and/or 5 above. <u>Institutional review should include input from administrators, faculty and students.</u> When review is completed at the institutional level, results should be forwarded to the governing board's executive officer with the institution's recommendations for continuance, discontinuance, modification, or provisional status. The latter should be recommended and granted only when a program is relatively new or when the additional time will be used to develop information which does not exist or is not available. Provisional status should be requested for a specified time period.</p> <p>c. NO CHANGE</p> | <p>#4</p> <p>(38) (CONT'D)</p> <p>b. Review should begin at the institutional level where the program should be assessed according to a criteria established by the boards. Institutional review should include administrators, faculty and students. When review is completed at the institutional level, results should be forwarded to the governing board's executive officer with the institution's recommendations for continuance, discontinuance, modification or provisional status. The latter should be recommended and granted only when a program is relatively new or when the additional time will be used to develop information which does not exist or is not available. Provisional status should be requested for a specified time period.</p> <p>c. The board's executive officer should independently analyze the materials submitted by the institution. If necessary, the analysis may include the views of outside consultants. The executive officer should present the recommendation with supporting documentation to the board. If it is not in agreement with the recommendation of the institution, the executive officer should notify the institution of the reasons in sufficient time for the institution to prepare a rebuttal to the board or to withdraw its recommendation.</p> |
|--|---|---|--|

- | #1 | #2 | #3 | #4 |
|---|---|--|--|
| 9. (CONT'D) | 9. (CONT'D) | 9. (CONT'D) | (38) CONT'D |
| d. The governing board reviews all materials and recommendations, requests whatever additional information may be needed, and votes to continue, discontinue, modify or place the program on provisional status. | d. NO CHANGE | d. The governing board should review all materials and recommendations, request whatever additional information may be needed, and vote to continue, discontinue, modify or place the program on provisional status <u>for a specified period of time.</u> | d. The governing board should review all materials and recommendations, request whatever additional information may be needed and vote to continue, discontinue, modify or place the program on provisional status for a specified period of time. |
| 10. The Board of Public Education and the Board of Regents should begin systematic review of existing programs in the 1974-75 academic year. | 10. The Board of Regents should begin systematic review of existing programs in the 1974-75 academic year. | 10. The Board of Regents and the Board of Public Education should begin systematic review of existing programs <u>as soon as it is feasible to do so.</u> | (39) The Board of Regents and the Board of Public Education should begin systematic review of existing programs as soon as is feasible. |
| 11. Existing program review in the University System should begin with review of all Ph.D. programs, beginning with those which are offered in the same disciplines at both doctoral-granting institutions, and all graduate and undergraduate programs in education. All of these programs should be reviewed according to the procedures and criteria set forth in 7, 8 and 9 above, by July 1, 1975. | 11. Existing program review in the University System should begin with review of all Ph.D. programs, beginning with those which are offered in the same disciplines at both doctoral-granting institutions, and all graduate and undergraduate programs in education. All of these programs should be reviewed according to the procedures and criteria set forth in <u>5, 6 and 7</u> above, by July 1, <u>1976.</u> | 11. NO CHANGE (except for section numbers) | (40) Existing program review in the University System should begin with review of all Ph.D. programs, considering first those which are offered in the same disciplines at both doctoral-granting institutions and all graduate and undergraduate programs in education. All these programs should be reviewed by July 1, 1976. |
| 12. Special review of programs outside the established schedule may be initiated at any time at the request of the governing board, the executive officer or the institution offering a program. <u>Such reviews may be necessitated by new information on enrollments, graduates, costs or quality of a program.</u> | 12. Special review of programs outside the established schedule may be initiated at any time at the request of the governing board, the executive officer or the institution offering a program. | 12. NO CHANGE | (41) Special review of programs outside the established schedule should be initiated at any time at the request of the governing board, the executive officer or the institution offering a program. |
| 13. Criteria for Board approval of new <u>academic</u> programs: a. Objectives of the new program | 13. Criteria for Board approval of new programs: a. NO CHANGE | 13. NO CHANGE a. NO CHANGE | (42) Responsible boards should carefully review proposed new programs prior to their initiation. Clear criteria for review should be established by the boards and regularly criticized in the review process. In setting review criteria, we urge the boards to consider the following factors: a. Objectives of the new program |

- | #1 | #2 | #3 | #4 |
|--|------------------------|------------------------|---|
| 13. (CONT'D) | 13. (CONT'D) | 13. (CONT'D) | (42) (CONT'D) |
| b. Need for the program | b. NO CHANGE ALL OF b. | b. NO CHANGE ALL OF b. | b. Need for the program |
| (1) Evidence of student demand (students currently enrolled at the institution requesting the program; students in other institutions who have indicated they would participate in the program; community or regional demand; other sources) | | | (1) Evidence of student demand (students currently enrolled at the institution requesting the program; students in other institutions who have indicated they would participate in the program; community or regional demand; other sources). |
| (2) When applicable, indicate potential employers of persons trained in the program area who have requested establishment of the program, and their specific employment needs. Include any other documentation of need for graduates of such a program -- manpower projections, etc. | | | (2) When applicable, indicate potential employers of persons trained in the program area who have requested establishment of the program and their specific employment needs. Include any other documentation of need for graduates of such a program -- manpower projections, etc. |
| c. Detailed survey of similar programs offered within the state (and for graduate programs, the region). | c. NO CHANGE ALL OF c. | c. NO CHANGE ALL OF c. | c. Detailed survey of similar programs that are offered within the state (and, for graduate programs, the region). |
| (1) The potential impact the program may have on other programs at the institution, especially in terms of funding, facilities, faculty and students | | | (1) The potential impact the program may have on other programs at the institution, especially in terms of funding, facilities, faculty and students. |
| (2) The potential effect on similar programs offered by other institutions. (Supporting documents from other institutions should be included.) | | | (2) The potential effect on similar programs offered by other institutions. (Supporting documents from other institutions should be included.) |
| d. Description of the relationship of the program to the mission (or role and scope) of the institution. | d. NO CHANGE | d. NO CHANGE | d. Description of the program as it relates to the mission (or role and scope) of the institution. |

| #1 | #2 | #3 | #4 |
|--|------------------------|------------------------|---|
| 13. (CONT'D) | 13. (CONT'D) | 13. (CONT'D) | (42) (CONT'D) |
| e. Students to be served: | e. NO CHANGE ALL OF e. | e. NO CHANGE ALL OF e. | e. Students to be served |
| (1) Anticipated enrollment for a five-year period by level | | | (1) Anticipated enrollment for a five-year period by level. |
| (2) Ultimate enrollment goal for the program | | | (2) Ultimate enrollment goal for the program. |
| (3) Rationale for these projections | | | (3) Rationale for these projections. |
| f. Provisions for institutional review of the quality of the program, including student achievement and faculty performance. | f. NO CHANGE | f. NO CHANGE | f. Provisions for institutional review of the quality of the program, which would include student achievement and faculty performance. |
| g. Costs of the new program. | g. NO CHANGE ALL OF g. | g. NO CHANGE ALL OF g. | g. Costs of the new program |
| (1) Estimate of start-up (first year) costs. How much of the costs would be absorbed in current budgets and how much additional funding would be required. Identify the sources of additional funding. | | | (1) Estimate of start-up (first year) costs. How much of the costs would be absorbed in current budgets, and how much additional funding would be required? Identify the sources of additional funding. |
| (2) Estimates of anticipated cost and anticipated income of the program for the four years following its first year. Explanation of the rationale for these estimates. | | | (2) Estimates of anticipated cost and anticipated income of the program for the four years following its first year. Explanation of the rationale for these estimates. |
| h. Faculty staffing needed for the program including additional staff requirements and costs of additional staff. | h. NO CHANGE | h. NO CHANGE | h. Faculty staffing needed for the program, including additional staff requirements and costs of additional staff. |
| i. Additional facilities, including library equipment, classrooms and office space required for the program and their costs. | i. NO CHANGE | i. NO CHANGE | i. Additional facilities, including library equipment, classrooms and office space that are required, and their costs. |
| j. Present faculty, facilities, equipment and library which will support the program and compare these to known or anticipated standards for accreditation. | j. NO CHANGE | j. NO CHANGE | j. Present faculty, facilities, equipment and library which will support the program; compare them to known or anticipated standards for accreditation. |

| #1 | #2 | #3 | #4 |
|--|---|---------------|--|
| 13. (CONT'D) | 13. (CONT'D) | 13. (CONT'D) | (42) (CONT'D) |
| k. New courses and the frequency they will be offered through the first five years. | k. NO CHANGE | k. NO CHANGE | k. New courses and the frequency with which they will be offered throughout the first five years. |
| l. Requirements for the degree or certificate | l. NO CHANGE | l. NO CHANGE | l. Requirements for the degree or certificate. |
| m. Supporting courses in other departments. | m. NO CHANGE | m. NO CHANGE | m. Supporting courses in other departments. |
| n. Existing programs for which the new program would offer supporting courses. | n. NO CHANGE | n. NO CHANGE | n. Existing programs for which the new program would offer supporting courses. |
| o. Procedure used to develop the proposal, including any participation of students, faculty, community, advisory committees, etc. | o. NO CHANGE | o. NO CHANGE | o. Procedure used to develop the proposal, including participation of students, faculty, community, advisory committees, etc. |
| p. Prior to approval of new programs, particularly in vocational-technical and some professional areas, it should be ascertained whether a comparable program is offered in a private or proprietary institution. If such a program exists and if it is of high quality, the feasibility and possible cost savings of contracting for the program should be thoroughly investigated. Even if the cost per student is similar or higher, savings may be achieved by avoiding public expenditure on buildings and equipment. | p. Prior to approval of new programs, particularly in vocational-technical and some professional areas, it should be ascertained whether a comparable accredited program is offered in a private or proprietary institution. If such a program exists and if it is of high quality, the feasibility and possible cost savings of contracting for the program should be thoroughly investigated. Even if the cost per student is similar or higher, savings may be achieved by avoiding public expenditure on buildings and equipment. | p. NO CHANGE | p. Prior to approval of new programs, particularly in vocational-technical and some professional areas, it should be ascertained whether a comparable accredited program is offered in a private or proprietary institution in the state. If such a program exists and if it is of high quality, the feasibility and possible cost savings of contracting for the program should be thoroughly investigated. Even if the cost per student is similar or higher, savings may be achieved by avoiding public expenditure on buildings and equipment. |
| 14. Procedure for initiation of proposals for new programs. | 14. NO CHANGE | 14. NO CHANGE | (43) The following procedures should be used to initiate proposals for new programs: |
| a. Normally, proposals for new programs will be initiated by the institutions. However, the governing board or its executive officer may, from time to time, identify a state need for a program and request one or more of the institutions to prepare proposals. | a. NO CHANGE | a. NO CHANGE | a. Normally, proposals for new programs should be initiated by the institutions. However, the governing board or its executive officer might, from time to time, identify a state need for a program and request one or more of the institutions to prepare proposals. |

#1
14. (CONT'D)

b. Proposals should be forwarded from the institution to the governing board's executive officer who should conduct an independent analysis, using independent consultants when appropriate. If the executive officer's recommendation is contrary to that of the institution, the institution should be notified and given sufficient time to prepare a rebuttal or to withdraw the proposal.

c. The board should review all materials submitted by the institution and the executive officer prior to reaching a decision.

15. ADDED BY COMMISSION AT 6/6-7/74 MEETING

#2

14. (CONT'D)

b. NO CHANGE

c. DELETED

15. All materials should be open and accessible to the public.

#3

14. (CONT'D)

b. NO CHANGE

c. NO CHANGE (DELETED)

15. NO CHANGE

#4

(43) (CONT'D)

b. Proposals should be sent from the institution to the governing board's executive officer, who should conduct an independent analysis, using independent consultants when appropriate. If the executive officer's recommendation is contrary to that of the institution, the institution should be notified and given sufficient time to prepare a rebuttal or to withdraw its proposal.

(44) All materials used in program review should be open and accessible to the public.

INSTITUTIONS / INSTITUTIONAL MISSIONS

1. The primary mission of each institution of public higher education should be the education of undergraduate students.

2. There will continue to be a need for three types of public institutions of higher education.

(SEE NEXT PAGE)

1. NO CHANGE

2. NO CHANGE

1. NO CHANGE

2. NO CHANGE

(SECTION HEADING CHANGED TO "INSTITUTIONS AND THEIR MISSIONS")

(67) The primary mission of each institution of public higher education should be the education of undergraduate students.

(68) Since a clear need for each exists, there should continue to be three types of public institutions of higher education:

(SEE NEXT PAGE)

| #1 | #2 | #3 | #4 |
|--|--|---|---|
| 2. (CONT'D) | 2. (CONT'D) | 2. (CONT'D) | (68) (CONT'D) |
| <p>a. Community Colleges. These institutions provide the opportunity for many students to receive two years of academic and/or vocational education in their home communities at a reduced cost to the state. Because they are limited to two-year programs, the community colleges can operate at a relatively low level of enrollment without excessive costs or undue constraints on student choice. They enhance the overall diversity of higher education by providing a small college environment where students may be exposed to both academic and vocational programs.</p> <p>b. Public Four-Year Colleges. The state colleges provide collegiate and some vocational-technical and para-professional programs in relatively small institutions. They have a regional focus and attempt to concentrate their services on specific areas of the state. This sector will continue to serve a significant proportion of Montana's undergraduate students. However, this is also the sector with the most severe underutilization and the greatest excess capacity.</p> <p>c. Public Universities. The two public universities will continue to serve most of the undergraduate students in Montana higher education. They should remain the only two institutions with heavy research emphasis and authorized to offer advanced graduate and professional degrees. High cost professional programs should be concentrated in these institutions. The size of the universities enables them to provide a broad range of curricular options in a cost-effective way.</p> | <p>a. Community Colleges. These institutions provide the opportunity for many students to receive two years of academic and/or vocational education in an area close to their home communities at a reduced cost to the state. Because they are limited to two-year programs, the community colleges can operate at a relatively low level of enrollment without excessive costs or undue constraints on student choice. They enhance the overall diversity of higher education by providing a small college environment where students may be exposed to both academic and vocational programs.</p> <p>b. NO CHANGE</p> <p>c. NO CHANGE</p> | <p>a. NO CHANGE</p> <p>b. NO CHANGE</p> <p>c. Public Universities. The two public universities will continue to serve most of the undergraduate students in Montana higher education. They should remain the only two institutions with heavy research emphasis and authority to offer advanced graduate and professional degrees. Generally, high cost professional programs should be concentrated in these institutions. The size of the universities enables them to provide a broad range of curricular options in a cost-effective way.</p> | <p>a. Community Colleges. These institutions provide the opportunity for many students to receive two years of academic and/or vocational education in an area close to their home communities at a reduced cost to the state. Because they are limited to two-year programs, the community colleges can operate at a relatively low level of enrollment without excessive costs or undue constraints on student choice. They enhance the overall diversity of higher education by providing a small college environment where students may be exposed to both academic and vocational programs.</p> <p>b. Public Four-Year Colleges. The state colleges provide collegiate and some vocational-technical and para-professional programs in relatively small institutions. They have a regional focus and attempt to concentrate their services on specific areas of the state. This sector will continue to serve a significant proportion of Montana's undergraduate students. However, this is also the sector with the most severe lack of use and the greatest excess capacity.</p> <p>c. Public Universities. The two public universities will continue to serve most of the undergraduate students in Montana higher education. They should remain the only two institutions with heavy research emphasis and authority to offer advanced graduate and professional degrees. Generally, high-cost professional programs should be concentrated in these institutions. The size of the universities enables them to provide a broad range of curricular options economically.</p> |

#1

3. The following criteria shall be utilized in determining the need for an institution of higher education

a. Role of the institution in maintaining and improving access to post-secondary education

b. Present and potential size of the institution

(1) Must be large enough to assure students of an adequate range of programs and courses

(2) Must be large enough to utilize resources effectively

c. Needs of individuals and society for programs and services offered

d. Capacities of other institutions to absorb students and programs if necessary.

4. On the basis of these criteria, the Montana University System should make the following structural changes:

a. Western Montana College should be closed. There is no likelihood that this college can attract sufficient students to offer a diversified curriculum or operate at an efficient cost per student level. As birth rates diminish, the demand for primary and secondary teachers will continue to decline.

#2

3. NO CHANGE

a. NO CHANGE

b. NO CHANGE

(1) Must be large enough to assure students of a range of programs and courses of an adequate quality and with a diversified curriculum

(2) NO CHANGE

c. NO CHANGE

d. Whether other institutions have the capacity to absorb students and programs if necessary.

4. NO CHANGE

a. Western Montana College should be closed. There is no likelihood that this college can attract sufficient students to offer a diversified curriculum of adequate quality or operate at an efficient cost per student level. As birth rates diminish, the demand for primary and secondary teachers will continue to decline.

#3

3. NO CHANGE

a. NO CHANGE

b. NO CHANGE ALL OF b.

c. NO CHANGE

d. NO CHANGE

4. NO CHANGE

a. Western Montana College should be closed. (BALANCE OF PARAGRAPH DELETED BY COMMISSION 6/27/74)

#4

(74) These considerations should be utilized in determining the need for an institution of higher education:

a. role of the institution in maintaining and improving access to postsecondary education.

b. present and potential size of the institution.

(1) must be large enough to assure students of a range of programs and courses of an adequate quality and with a diversified curriculum.

(2) must be large enough to utilize resources effectively.

c. needs of individuals and society for programs and services offered.

d. whether other institutions have the capacity to absorb students and programs if necessary.

(75) On the basis of the above considerations, the Montana University System should make the following structural changes.

a. Western Montana College should be closed.

#1

4. (CONT'D)

- b. Montana College of Mineral Science and Technology. Upper division and graduate programs should be transferred to Montana State University. The college should be merged with the Butte Vocational-Technical Center to form a community college. Montana College of Mineral Science and Technology is primarily a lower division institution as enrollment reports demonstrate. The upper division and graduate programs could operate more efficiently at Montana State University and the students would have the advantage of a more diversified curriculum. In a high cost area, such as engineering, there should be only one program in the state.

#2

4. (CONT'D)

- b. Montana College of Mineral Science and Technology. Upper division and graduate programs should be transferred to Montana State University. The college should be merged with the Butte Vocational-Technical Center to form a community college. Such an institution, inherently more innovative and adaptive than a traditional four-year college, would be more responsive to the needs and desires of the people of southeastern Montana.

Montana College of Mineral Science and Technology is primarily a lower division institution as enrollment reports demonstrate. The upper division and graduate programs could operate more efficiently at Montana State University and the students would have the advantage of a more diversified curriculum. In a high cost area, such as engineering, there should be only one program in the state.

#3

4. (CONT'D)

- b. These alternatives should be considered for Montana College of Mineral Science and Technology

- (1) That it become a highly specialized, high quality technical institute related to the minerals industries and supporting disciplines. Concentration would be on present areas of quality. Low-quality areas would be pared away.
- (2) Similar to (1) but with the addition of programs to train vocational teachers (although not to compete with similar programs at Northern Montana College).
- (3) That it be converted into a branch of Montana State University. Administrative costs would be reduced. Quality would be improved. Butte would retain programs through the four-year and perhaps Master's level. Unnecessary duplication would be eliminated and programs upgraded.
- (4) That it be converted to a completely state supported two-year institution for the lower division.

#4

(75) (CONT'D)

- b. These alternatives should be considered for Montana College of Mineral Science and Technology:

- (1) That it become a highly specialized, high quality technical institute related to the minerals industries and supporting disciplines. Concentration would be on present areas of quality. Low-quality areas would be pared away.
- (2) Similar to (1) but with the addition of programs to train vocational teachers (although not to compete with similar programs at Northern Montana College).
- (3) That it be converted into a branch campus of Montana State University. Administrative costs would be reduced. Quality would be improved. Butte would retain programs through the four-year and perhaps Master's level. Unnecessary duplication would be eliminated and programs upgraded.
- (4) That it be converted to a completely state supported two-year institution for the lower division.

#1

(CONT'D)

- c. The Montana Bureau of Mines and Geology should remain in Butte, but be administratively attached to Montana State University.
- d. Northern Montana College may be very close to its minimum viable enrollment. This unit has experienced enrollment decreases of about 33 percent over the last five years and has had to cut back significantly on staff. If enrollment should fall more than 5 percent below the current level, the Regents should reevaluate the feasibility of continuing to operate the college.

Role and Scope of Each Institution of Public Higher Education

a. Eastern Montana College

- (1) Offer undergraduate instruction in the liberal arts and sciences and in primary and secondary education; offer the associate degree to students completing two years of undergraduate instruction.
- (2) May develop additional majors in the arts and sciences but only as demonstrated needs develop.
- (3) Master's degree programs should be carefully controlled and should relate to the special needs and clientele of Billings and eastern Montana.

#2

4. (CONT'D)

c. NO CHANGE

- d. Northern Montana College may be very close to its minimum viable enrollment. This unit has experienced enrollment decreases of about 33 percent over the last five years and has had to cut back significantly on staff. If enrollment should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.

5. NO CHANGE

a. NO CHANGE

- (1) Offer undergraduate instruction in the liberal arts and sciences and in teacher training; offer the associate degree.
- (2) May develop additional majors in the arts and sciences but only as demonstrated needs develop; the emphasis should be to provide services to practicing teachers.
- (3) Master's degree programs should be carefully controlled.

#3

4. (CONT'D)

- c. If the mission of the Montana College of Miners, Science and Technology is substantially changed, the Montana Bureau of Mines and Geology should remain in Butte, but be administratively attached to Montana State University.

- d. (FIRST TWO SENTENCES DELETED BY COMMISSION 6/27/74)
If enrollment at Northern Montana College should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.

5. NO CHANGE

a. NO CHANGE

- (1) NO CHANGE
- (2) May develop additional majors in the arts and sciences but only as demonstrated needs develop. (SECOND PHRASE MOVED TO (3) BY COMMISSION 6/27/74)
- (3) Should carefully control Master's degree programs; the emphasis should be to provide services to practicing teachers.

#4

(75) (CONT'D)

- c. If the mission of the Montana College of Mineral Science and Technology is substantially changed, the Montana Bureau of Mines and Geology should remain in Butte, but be administratively attached to the Montana State University.

- d. If enrollment at Northern Montana College should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.

- (76) The role and scope of the remaining institutions of Public Higher Education should be as follows:

a. Eastern Montana College

- (1) Should offer undergraduate instruction in the liberal arts and sciences and in teacher training; should offer the associate degree.
- (2) May develop additional majors in the arts and sciences but only as demonstrated needs develop.
- (3) Should carefully control Master's degree programs; the emphasis should be to provide services to practicing teachers.

5. (CONT'D)

- (4) Should not offer the doctorate but may, through participation in consortia with the University of Montana and/or Montana State University, offer some courses and programs leading to the doctorate. This option should be utilized only in areas of special strength (such as special education) when the need for a program can be demonstrated and when Eastern Montana College's participation will enable the state to avoid duplication of faculty and facilities.

b. Northern Montana College

- (1) Offer undergraduate programs in elementary, secondary and vocational education, and one and two-year programs in selective vocational and pre-professional fields; offer the associate degree to students completing two years of undergraduate courses.
- (2) Master's degree programs should be carefully controlled and should relate to the special needs and clientelles of the college's service area with emphasis upon providing services to practicing teachers.

5. (CONT'D)

- (4) Should not offer the doctorate.

b. NO CHANGE

- (1) Offer baccalaureate programs in teacher training and vocational education, and one and two-year programs in selective vocational and preprofessional fields; offer the associate degree.
- (2) Master's degree programs should be limited to the special needs and clientelles of the college's service area with emphasis upon providing services to practicing teachers.

5. (CONT'D)

- (4) Should not offer the doctorate but may, through participation in consortia with the University of Montana and/or Montana State University, offer some courses and programs leading to the doctorate. This option should be utilized only in areas of special strength (such as special education) when the need for a program can be demonstrated and when Eastern Montana College's participation will enable the state to avoid duplication of faculty and facilities.

(Language from original recommendations re-inserted by Commission 6-27-74)

b. NO CHANGE ALL OF b.

(76) (CONT'D)

- (4) Should not offer the doctorate but may, through participation in consortia with the University of Montana and/or Montana State University, offer some courses and programs leading to the doctorate. This option should be utilized only in areas of special strength (such as special education) when the need for a program can be demonstrated and when Eastern Montana College's participation will enable the state to avoid duplication of faculty and facilities.

b. Northern Montana College

- (1) Should offer baccalaureate programs in teacher training and vocational education, and one- and two-year programs in selective vocational and pre-professional fields; avoid offer the associate degree.
- (2) Master's degree programs should be limited to the special needs and clientelles of the college's service area with emphasis upon providing services to practicing teachers.

#1

5. (CONT'D)

- c. Montana College of Mineral Science and Technology should be merged with the Butte Vocational-Technical Center to form a community college with a mission similar to 'g' below.
- d. Western Montana College should be closed.
- e. Montana State University

- (1) Offer a broad range of undergraduate programs in the liberal arts and sciences, primary and secondary education, agriculture, engineering and selective professional areas; offer the associate degree to students completing two years of undergraduate courses.
- (2) Provide graduate instruction, research and public service.
- (3) Share with University of Montana exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered in a limited number of carefully selected disciplines.
- (4) Have exclusive jurisdiction over four-year and graduate programs in engineering Ph.D.
- (5) Ph.D. and Master's programs should relate to the special character of the land grant university and the needs of the state and region.

#2

5. (CONT'D)

- c. Montana College of Mineral Science and Technology should be merged with the Butte Vocational-Technical Center to form an area-wide community college with a mission similar to 'g' below.

- d. NO CHANGE
- e. NO CHANGE

- (1) Offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training, agriculture, engineering and selective professional areas. Offer the associate degree.
- (2) NO CHANGE
- (3) NO CHANGE
- (4) Have exclusive jurisdiction over four-year and graduate programs in engineering, including the Ph.D.
- (5) Ph.D. and Master's programs should emphasize the special character of the land grant university and the needs of the state and region.

#3

5. (CONT'D)

- c. The role and scope of Montana College of Mineral Science and Technology will depend upon which of the alternatives described in 4b above is adopted.

- d. ~~DELETED~~
- e. NO CHANGE ALL OF e.

#4

(76) (CONT'D)

- c. The role and scope of Montana College of Mineral Science and Technology will depend upon which of the alternatives described in 4b is adopted.

(ORIGINAL d. DELETED)

- d. Montana State University
- (1) Should offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training, agriculture, engineering and selective professional areas, as well as the associate degree.
- (2) Should provide graduate instruction, research and public service.
- (3) Should share with the University of Montana exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered in a limited number of carefully selected disciplines except for such specialized programs which may be retained at Montana College of Mineral Science and Technology.
- (4) Should have exclusive jurisdiction over four-year and graduate programs in engineering, including the Ph.D.
- (5) Ph.D. and Master's programs should emphasize the special character of the land grant university and the special needs of the state and region.

#1

5. (CONT'D)

f. University of Montana

- (1) Offer a broad range of undergraduate programs in the liberal arts and sciences, primary and secondary education and selective professional areas; offer the associate degree to students completing two years of undergraduate courses.
- (2) Provide graduate instruction, research and public service.
- (3) Share with Montana State University exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered only in a limited number of carefully selected disciplines.
- (4) Ph.D. and Master's programs should relate to the special needs of the state and region.
- (5) This should be the state's most comprehensive institution of higher education.

g. Dawson College, Flathead Valley Community College and Miles Community College

- (1) Offer instruction through the second year of college.
- (2) Programs may include collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and community services.

#2

5. (CONT'D)

f. NO CHANGE

- (1) Offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training and selective professional areas; offer the associate degree.

(2) NO CHANGE

(3) NO CHANGE

(4) NO CHANGE

(5) NO CHANGE

g. NO CHANGE

- (1) NO CHANGE
- (2) Programs may include collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and a particular concern for community and area services.

#3

5. (CONT'D)

f. NO CHANGE

- (1) NO CHANGE

(2) NO CHANGE

(3) NO CHANGE

(4) NO CHANGE

- (5) Should remain the state's most comprehensive institution of higher education.

g. NO CHANGE ALL OF g.

#4

(76) (CONT'D)

e. University of Montana

- (1) Should offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training and selective professional areas, as well as the associate degree.
- (2) Should provide graduate instruction, research and public service.
- (3) Should share with Montana State University exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered only in a limited number of carefully selected disciplines.
- (4) Ph.D. and Master's programs should relate to the special needs of the state and region.
- (5) Should remain the state's most comprehensive institution of higher education.

f. Dawson College, Flathead Valley Community College and Miles Community College

- (1) Should offer instruction through the second year of college.
- (2) Programs may include collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and a particular concern for community and area services.

5.g. (CONT'D)

- (3) Grant the Associate Degree in Arts and Sciences and certificates in technical and vocational fields.

6. Role and Scope of Vocational-Technical Centers

- a. The missions of the centers cannot be meaningfully defined in terms of levels of degrees or certificates. It is essential that their roles remain flexible to adjust to changing educational, labor and employment needs of the state and its communities. However, the centers should continue to develop specific areas of emphasis upon programs in related areas.

- b. The centers should be viewed as components of a system with each unit specializing in certain fields and with minimum program duplication among the centers.

- c. No changes in the missions of the vocational centers are recommended at the present time, except that the Butte Center should be merged with Montana College of Mineral Science and Technology to form a community college.

- d. There is no need in the present, or in the foreseeable future, for additional public

7. The units of public post-secondary education should maintain their present admissions policies except as recommended in other sections of this report.*

5.g. (CONT'D)

- (3) NO CHANGE

6. NO CHANGE

- a. The missions of the centers cannot be meaningfully defined in terms of levels of degrees or certificates. It is essential that their roles remain flexible to adjust to changing educational, labor and employment needs of the state and its communities.

- b. The centers should be viewed as components of a system with each unit specializing in certain fields and with no unnecessary program duplication among the centers.

- c. NO CHANGE

- d. (MOVED TO END OF SECTION BY COMMISSION AT JUNE 6/7 MEETING)

7. NO CHANGE (except for numbers in footnote reference)

5.g. (CONT'D)

- (NO CHANGE ALL OF g.)

6. NO CHANGE

- a. NO CHANGE

- b. NO CHANGE

- c. No changes in the missions of the vocational centers are recommended at the present time. (Last Phrase DELETED by Commission 6-27-74)

- d. NO CHANGE (MOVED)

7. NO CHANGE*

(76) (CONT'D)

f. (CONT'D)

- (3) Should grant the Associate Degree in Arts and Sciences and certificates in technical and vocational fields.

- (69) The vocational-technical centers cannot be meaningfully defined in terms of levels of degrees or certificates. Essentially, their roles should remain flexible in order to adjust to changing educational, labor and employment needs of the state and its communities.

- (70) The centers should be viewed as components of a system with each unit specializing in certain fields and with no unnecessary program duplication among the centers.

- (71) No changes in the missions of the vocational-technical centers should be made at present.

- (72) The units of public postsecondary education should maintain their present admissions policies except as recommended in other sections of this report.*

*See recommendation #1, Chapter III, Educational Policies.

*See Recommendation #1, Discussion Session #4 page 19-12

*See Recommendation #1, Educational Policies

#1

8. When a unit of post-secondary education is closed, the state should find an alternative use for the physical plant.

9. When a unit of post-secondary education is closed or when a program is terminated or transferred to another unit, students who are dislocated as a result of such actions, should receive full credit for previous work. They should be able to complete their degrees in the same amount of time that would have been required had they completed their work at the institution in which they were previously enrolled.

10. When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer.

11. (MOVED FROM 6,d BY COMMISSION AT JUNE 6/7 MEETING)

#2

8. When a unit of post-secondary education is closed, the state should attempt to find an alternative use for the physical plant.

9. When a unit of post-secondary education is closed or when a program is terminated or transferred to another unit, students who are dislocated as a result of such actions, should receive full credit by the accepting institution for previous work. They should be able to complete their degrees in the same amount of time that would have been required had they completed their work at the institution in which they were previously enrolled.

10. When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer to a like institution, if possible.

11. There is no need in the present, or in the foreseeable future, for additional public vocational-technical centers, community colleges or units of the university system. (MOVED FROM 6,c)

#3

8. NO CHANGE

9. NO CHANGE

10. When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer. (ALL LANGUAGE AFTER THE WORD "transfer" DELETED BY COMMISSION 6/27/74)

11. There should be no need in the present, or in the foreseeable future, for additional public post-secondary institutions in Montana.

#4

(77) When a unit of postsecondary education is closed, the state should attempt to find and alternative use for the physical plant.

(78) When a unit of postsecondary education is closed or when a program is terminated or transferred to another unit, students who are dislocated as a result of such actions, should receive full credit by the accepting institution for previous work. They should be able to complete their degrees in the same amount of time that would have been required had they completed their work at the institution in which they had previously enrolled.

(79) When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer.

(73) There should be no need in the present, or in the foreseeable future, for additional public postsecondary institutions in Montana.

GOVERNANCE

1. The vocational-technical centers should become a state system, similar in structure to the University System, under the Board of Public Education.

1. There are four positions on recommendation #1:

(SEE NEXT PAGE)

1. The vocational-technical centers should continue as a cooperative local-state system under the supervision of the State Board of Education with administrative control by the Board of Public Education.

(25) The vocational-technical centers should continue as a cooperative local-state system under the supervision of the State Board of Education with administrative control by the Board of Public Education.

#1

1. (CONT'D)

- a. All employees of the centers should become employees of the State of Montana
- b. Local tax support should be eliminated and replaced by state funds.
- c. The local school boards should be eliminated from the governance structure.
- d. The state should assume responsibility for all indebtedness of the centers.
- e. The Board of Public Education in consultation with the Superintendent of Public Instruction and the center directors, should develop a policy manual for the vocational-technical centers. The policy manual should specify standard procedures for administration of the centers, including:
 - (1) program development, approval and review
 - (2) responsibilities of the Superintendent of Public Instruction as executive officer
 - (3) responsibilities of center directors
 - (4) personnel policies
 - (5) policies regarding purchase or lease of land or facilities, including capital improvement projects

#2

1. (CONT'D)

- 1. Leave staff recommendation as it is.
- 2. One group wants the centers to retain their present system of governance--state and local. Opposed all of #1 except 1 (c).
- 3. Centers should become a state system under the control of the Board of Regents. Section 1 (c), create a local advisory board to each center much like the executive board of the university units. The group would also amend Section 1 (c2) and recommendation #3 to read Board of Regents or the Commissioner of Higher Education.
- 4. Centers should be combined to form a state system under the administration of a committee composed of members of the Board of Regents and the Board of Public Education with a coordinator of the centers appointed by the committee or the Commissioner of Higher Education.

#3

1. (CONT'D)

- a. DELETED BY COMMISSION 6/28/74
- b. Present local tax support should continue in addition to state and federal funding.
- c. Administrative control by the local board of trustees should continue with state control of programming in order to be more responsive to the needs of the people of Montana.
- d. An equitable method of financing construction of facilities for the centers should be developed.
- e. NO CHANGE FROM COLUMN #1 ALL OF a.

#4

(25) (CONT'D)

(ORIGINAL a. DELETED)

- a. Present local tax support should continue in addition to state and federal funding.
- b. Administrative control by the local board of trustees should continue with state control of programming in order to be more responsive to the needs of Montanans.
- c. An equitable method of financing construction of facilities for the centers should be developed.
- d. The Board of Public Education, in consultation with the Superintendent of Public Instruction and the center directors, should develop a policy manual for the vocational-technical centers. The policy manual should specify standard procedures for administration of the centers, including:

 - (1) program development, approval and review.
 - (2) responsibilities of the Superintendent of Public Instruction as executive officer.
 - (3) responsibilities of center directors.
 - (4) personnel policies.
 - (5) policies regarding purchase or lease of land or facilities, including capital improvement projects.

#1

1.e (CONT'D)

- (6) policies regarding the appointment of advisory committees to the centers
- (7) admissions
- (8) accreditation
- (9) budgeting procedures
- (10) student services, including placement
- (11) student charges
- (12) policies to be left to the discretion of the center administrators
- (13) other matters which the Board may deem necessary to assure standard and equitable procedures in the governance and administration of the centers.
- (14) periodic review of all of the above

2. Until such time as a definitive legal definition of the powers of the Regents is established by the courts, the Regents should assume exclusive authority over all matters of internal governance including internal allocations of funds and establishment and termination of programs and units.

#2

1.e (CONT'D)

2. Two groups wanted to delete the opening phrase. Their recommendation would read:

The Regents should assume exclusive authority over all matters of internal governance including internal allocations of funds and establishment and termination of programs and units.

#3

1.e (CONT'D)

(NO CHANGE FROM COLUMN #1 ALL OF e)

2. The Regents should assume exclusive authority over all matters of internal governance of the University System including internal allocations of funds and establishment and termination of programs and units.

#4

(25) (CONT'D)
d. (CONT'D)

- (6) policies regarding the appointment of advisory committees to the centers.
- (7) admissions.
- (8) accreditation.
- (9) budgeting procedures.
- (10) student services, including placement.
- (11) student charges.
- (12) policies to be left to the discretion of the center administrators.
- (13) other matters which the Board may deem necessary to assure standard and equitable procedures in the governance and administration of the centers.
- (14) periodic review of all of the above.

(22) The Regents should assume exclusive authority over all matters of internal governance of the University System including internal allocations of funds and establishment and termination of programs and units.

#1

3. Funds for the University System should be appropriated directly to the Board of Regents.

4. The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in postaudits of expenditures, personnel actions, purchases and examination of effective use of resources.

5. The Superintendent of Public Instruction should appoint a full-time Executive Coordinator of Vocational-Technical Centers reporting directly to the Superintendent. The Executive Coordinator should be primarily responsible for day-to-day administration and policy development for post-secondary vocational-technical education at the state level.

6. In order to attract the most qualified persons to the position of Commissioner of Higher Education, compensation and fringe benefits should be at least equal to that of the best compensated unit president.

7. The Commissioner of Higher Education and the Superintendent of Public Instruction should be provided with the staff necessary to fulfill their responsibilities in post-secondary education.

#2

3. Funds for the University System should be appropriated directly to the Board of Regents to administer.

4. The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved — unless the state's need to know is greater; (b) cooperation with appropriate state agencies in postaudits of expenditures, personnel actions, purchases and examination of effective use of resources.

5. Two groups wanted the committee (composed of members of the Board of Regents and the Board of Public Education) or the Commissioner of Higher Education to appoint the Executive Coordinator.

6. If "fringe benefits" means a house and car, some of the groups oppose this recommendation.

7. NO CHANGE

#3

3. State funds for the University System should be appropriated directly to the Board of Regents.

4. The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in post-audits of expenditures, personnel actions, purchases and examination of effective use of resources. (PHRASE ADDED 6/7/74 AT END OF (a) DELETED BY COMMISSIONER 6/26/74)

5. The Superintendent of Public Instruction, subject to the approval of the Board of Public Education, should appoint a full-time Executive Coordinator of Vocational-Technical programs, who reports directly to the Superintendent and the State Board for Vocational Education. The Executive Coordinator should be responsible primarily for day-to-day administration and policy development for post-secondary vocational-technical education at the state level.

6. NO CHANGE FROM COLUMN #1

7. NO CHANGE

#4

- (23) State funds for the University System should be appropriated directly to the Board of Regents.

- (24) The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in post-audits of expenditures, personnel actions, purchases and examination of effective use of resources.

- (26) The Superintendent of Public Instruction, subject to the approval of the Board of Public Education, should appoint a full-time Executive Coordinator of Vocational-Technical programs, who would report directly to the Superintendent and the State Board for Vocational-Education. The Executive Coordinator should be responsible primarily for day-to-day administration and policy development for postsecondary vocational-technical education at the state level.

- (27) In order to attract the most qualified persons to the position of Commissioner of Higher Education, compensation and fringe benefits should be, at least, equal to that of the best compensated unit president.

- (28) The Commissioner of Higher Education and the Superintendent of Public Instruction should be provided with the staff necessary to fulfill their responsibilities in postsecondary education.

#1

8. The Commissioner of Higher Education, unit presidents of the University System, and directors of vocational-technical centers, should be appointed for four year terms. Their respective boards should conduct a thorough evaluation of those chief executive officers which includes consultation with faculty, students, staff and community persons, prior to deciding whether to make an offer of reappointment. Evaluations should occur at least every four years but may take place at any time the board deems it necessary. Four years should be a normal period of appointment and should not preclude dismissal of a system or unit chief executive after a shorter term of service.

9. System and campus chief executives should develop criteria and procedures for periodic evaluation of their professional administrative staffs.

10. The Board of Regents and the Board of Public Education should conduct a comprehensive review of the arrangements for governance of the post-secondary institutions under their jurisdiction at least once every five years. Students, faculty and administrators should participate in the review. The boards should also utilize consultants from outside the systems.

11. The governor should appoint a non-partisan committee of distinguished citizens, including some members of the State Board of Education to provide him with a list of qualified citizens for his consideration in appointing members of the Boards of Regents and Public Education.

#2

8. NO CHANGE

9. NO CHANGE

10. NO CHANGE

11. NO CHANGE

#3

8. The Commissioner of Higher Education, unit presidents of the University System, and directors of vocational-technical centers, should be appointed for five year terms. Their respective boards should conduct a thorough evaluation of those chief executive officers which would include consultation with faculty, students, staff and community persons, prior to deciding whether to make an offer of reappointment. Evaluations should occur at least every five years but may take place at any time the board deems it necessary. Five years should be a normal period of appointment and should not preclude dismissal of a system or unit chief executive after a shorter term of service.

9. NO CHANGE

10. NO CHANGE

11. DELETED BY COMMISSION 6/26/74

#4

(29) The Commissioner of Higher Education, unit presidents of the University System, and directors of vocational-technical centers should be appointed for five-year terms. Their respective boards should conduct a thorough evaluation of those chief executive officers which would include consultation with faculty, students, staff and community persons, prior to deciding whether to make an offer to reappoint. Evaluation should occur at least every five years but may take place at any time the board deems necessary. Five years should be a normal period of appointment and should not preclude dismissal of a system or unit chief executive after a shorter term.

(30) System and campus chief executives should develop criteria and procedures for periodic evaluation of their professional administrative staffs.

(31) The Board of Regents and the Board of Public Education should conduct a comprehensive review of the arrangements for governance of the postsecondary institutions under their jurisdiction at least once every five years. Students, faculty and administrators should participate in the review. The boards should also use consultants from outside the systems.

#1

12. The Board of Regents and the Board of Public Education should schedule at least one meeting each year devoted to an examination of major issues in post-secondary education nationally and in Vermont. This should be a seminar meeting with no business on the agenda. It should utilize experts from Vermont and elsewhere to make presentations on subjects and trends of importance.

13. Each board should incorporate as a regular feature of its meeting a consultation period for discussion of a current issue or problem in education which is not necessarily related to the business items on the agenda. The consultation might center on a presentation by the staff or an invited consultant with opportunity for questions and discussions.

#2

12. NO CHANGE

13. NO CHANGE

#3

12. DELETED BY COMMISSION 6/26/74

13. DELETED BY COMMISSION 6/26/74

#4

EDUCATIONAL POLICIES

1. Opportunities to achieve the baccalaureate degree in less than four years should be increased.

- a) The Board of Regents, the Board of Public Education, the Superintendent of Public Instruction and the Commissioner of Higher Education, should cooperate to insure that the opportunity for qualified high school students to earn college credits are promoted on a statewide basis. These opportunities should include (but not be limited to)

(SEE NEXT PAGE)

1. NO CHANGE

- a) NO CHANGE

1. NO CHANGE

- a) NO CHANGE ALL OF a)

- (2) Opportunities to achieve the baccalaureate degree in less than four years should be increased.

- a. The Board of Regents, the Board of Public Education, the Superintendent of Public Instruction and the Commissioner of Higher Education, should cooperate to insure that the opportunity for qualified high school students to earn college credits is promoted on a statewide basis. These opportunities should include (but not be limited to):

(SEE NEXT PAGE)

#1

1.a) (CONT'D)

- (1) Advanced placement. This is a program administered by the Educational Testing Service designed to prepare high school students for advanced courses when they enter college. Students who qualify should be given credits, as well as being excused from required freshman courses.
- (2) College courses. High school juniors and seniors who are qualified should be allowed to enroll concurrently in high schools and colleges and to complete and receive college credit for courses prior to high school graduation.
- (3) Testing. Students in high school and college should be encouraged to earn college credit through the College Level Examination Program (CLEP) and through challenge examinations. Once admitted to college, students should be allowed to challenge any course by examination and as many courses as they choose. The level of achievement required should be identical to that required of students who actually take the course.
- (4) Early admissions. Some students who are academically advanced, should be admitted to college after the junior year of high school.
- (5) College courses at the high school. Some high school teachers are qualified, and others could be provided training, to offer freshman level courses to students in the senior year of high school. This would require cooperative efforts of high schools, colleges and universities and accrediting associations.

#2

1.a) (CONT'D)

- (1) NO CHANGE
- (2) NO CHANGE
- (3) Testing. Where appropriate, students in high school and college should be encouraged to earn college credit through the College Level Examination Program (CLEP) and through challenge examinations. Once admitted to college, students should be allowed to challenge any course by examination and as many courses as they choose. The level of achievement required and subsequent grade should be identical to that required of or awarded to students who actually take the course.
- (4) Early admissions. Some students who are academically advanced should be admitted to college before completing high school.
- (5) NO CHANGE

#3

1.a) (CONT'D)

(NO CHANGE ALL OF A)

(2) (CONT'D)
a. (CONT'D)

- (1) Advanced placement. This is a program administered by the Educational Testing Service designed to prepare high school students for advanced courses when they enter college. Students who qualify should be given credits and be excused from required freshman courses.
- (2) College courses. Qualified high school juniors and seniors should be allowed to enroll concurrently in high schools and colleges and to complete and receive college credit for courses prior to high school graduation.
- (3) Testing. Where appropriate, students in high school and college should be encouraged to earn college credit through the College Level Examination Program (CLEP) and through challenge examinations. Once admitted to college, students should be allowed to challenge as many courses by examination as they choose. The level of achievement required and the grading criteria should be the same as that for students who actually take the course.
- (4) Early admissions. Some students who are academically advanced should be admitted to college before completing high school.
- (5) College courses at the high school. Some high school teachers are qualified, and others should be provided training, to offer freshman level courses to high school seniors. This would require cooperation between high schools, colleges and universities, and accrediting associations.

#4

1. (CONT'D)

b) The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to three years without requiring course overloads and/or summer session attendance.

- (1) If three-year baccalaureates are developed, they should be available as options to students.
- (2) Time-shortened degrees should not be achieved at the cost of limiting student opportunities for learning outside the major field.
- (3) The results of experimentation with the three year bachelor degree, should be rigorously evaluated to insure that standards of quality and student performance are maintained at a level equal to the traditional program.

2. The State Board of Education should immediately establish a permanent committee on relations between secondary and post-secondary education. The committee should include members of the Board of Public Education and the Board of Regents. Its functions should be to promote program articulation between secondary and post-secondary education and to provide a forum for discussion of other issues, problems, and ideas that overlap the secondary-post-secondary levels.

1. (CONT'D)

b) The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to fewer years without requiring course overloads and/or summer session attendance.

- (1) If time-shortened baccalaureates are developed, they should be available as options to students.

(2) DELETED

- (3) The results of experimentation with the time-shortened bachelor degree should be rigorously evaluated to insure that standards of quality and student performance are maintained at a level equal to the traditional program.

2. NO CHANGE

1. (CONT'D)

b) NO CHANGE ALL OF b)

2. NO CHANGE

(2) (CONT'D)

b. The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to fewer years without requiring course overloads and/or summer session attendance.

- (1) If time-shortened baccalaureates are developed, they should be available as options to students.

(ORIGINAL (2) DELETED)

- (2) The results of experimentation with the time-shortened bachelor degree should be rigorously evaluated to insure that standards of quality and student performance are maintained at a level equal to the traditional program.

(5) The State Board of Education should immediately establish a permanent committee on relations between secondary and postsecondary education. The committee should include members of the Board of Public Education and the Board of Regents. It should promote program articulation between secondary and postsecondary education and provide a forum for discussion of other overlapping issues, problems and ideas.

#1

3. There should be continuous, informal and voluntary liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
4. The approval of the Board of Regents should be required for
 - a) Any increase in the number of credits or courses required for graduation by a unit of the University System.
 - b) Any increase in the number of credits or courses in specific subject areas required for graduation by any college, department or other subdivision of a unit of the University System.
5. A degree or certificate should be available to students at least every two years in their educational careers. All units of the University System should offer the Associate Degree to any student who completes two years of undergraduate work.
6. The following steps should be taken to improve coordination and articulation within the university system and post-secondary education.
 - a) Credit received for collegiate level work from any state university, college or community college will be fully acceptable at the other state institutions. When subject matter is similar to that offered in the institution and department receiving the student, and student achievement has been equal to that demanded of students in the receiving department and institution, the credits shall be applicable to the requirements for the major.

#2

3. There should be continuous liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
4. NO CHANGE
5. All units of the University System should offer the Associate Degree.
6. NO CHANGE
 - a) The Board of Regents and the Commissioner of Higher Education should do all possible to assure the maximum transferability of credits between the units of the university system and the community colleges.

#3

3. NO CHANGE
4. NO CHANGE ALL OF 4.
5. NO CHANGE
6. NO CHANGE
 - a) NO CHANGE ALL OF a)

#4

- (6) There should be continuous liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
- (3) The approval of the Board of Regents should be required for:
 - a. any change in the number of credit hours, credits or courses required for graduation by a unit of the University System;
 - b. any change in the number of credit hours, credits or courses in specific subject areas required for graduation by any college, department or other subdivision of a University System unit.

(FOR ASSOCIATE DEGREE, SEE ROLE AND SCOPE FOR EACH UNIT.)
- (7) The following steps should be taken to improve coordination and articulation within the University System and post-secondary education.
 - a. The Board of Regents and the Commissioner of Higher Education should do all that is possible to assure the maximum transferability of credits among the units of the University System and the community colleges.

#1

6. (CONT'D)

- a) (cont'd)
- (1) Each institution should establish an appeal process for students whose credits are not accepted or are not applied to their major.
 - (2) After the institutional appeal process has been exhausted, there should be a procedure for appeal to the Board of Regents on issues involving acceptance of credits.
- b) In determining transferability of credits and courses, post-secondary educational programs should be evaluated on their own merits, regardless of the type of institution (or its form of governance) offering them.
- c) Opportunities for concurrent enrollment in the University System and the vocational-technical centers should be made easily available.
- d) Insofar as space and other considerations allow, the full instructional resources of the University System should be made available to all students at all campuses. Concurrent registration at two units without financial penalty should be permitted. Additionally, students should be permitted to attend another unit for periods of one quarter at a time without officially transferring.

#2

6. (CONT'D)

- e) (cont'd)
- (1) NO CHANGE
 - (2) NO CHANGE
- b) NO CHANGE
- c) Opportunities for concurrent enrollment in the University System and the vocational-technical centers should be made easily available and encouraged.
- d) NO CHANGE

#3

6. (CONT'D)

- a) (cont'd)
- (NO CHANGE ALL OF a))
- b) NO CHANGE
- c) NO CHANGE
- d) NO CHANGE

#4

(7) (CONT'D)

- a. (CONT'D)
- (1) Each institution should establish an appeal process for students whose credits are not accepted or are not applied to their major.
 - (2) After the institutional appeal process has been exhausted, there should be a procedure for appeal to the Board of Regents on issues involving acceptance of credits.
- b. In determining transferability of credits and courses, postsecondary educational programs should be evaluated on their own merits, regardless of the type of institution (or its form of governance) in which the credits were earned.
- c. Opportunities for concurrent enrollment in the University System and the vocational-technical centers should be made easily available and encouraged.
- d. Insofar as space and other considerations allow, the full instructional resources of the University System should be made available to all students at all campuses. Concurrent registration at two units without financial penalty should be permitted. Additionally, students should be permitted to attend another unit for a period of one quarter or more without officially transferring.

#1

6. (CONT'D)

- e) The Commissioner of Higher Education should sponsor an annual conference on articulation in which faculty from the departments of the university system units meet with their counterparts to discuss issues of student and program articulation and interinstitutional cooperation.
- f) A common system of course numbering should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify as similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars of the units.)
- g) All units of the University System and the community colleges should operate on the quarter system except when valid educational considerations merit an exception or when an exception is granted for purposes of experimentation. The Regents should approve all exceptions.

#2

6. (CONT'D)

- e) The Commissioner of Higher Education should sponsor an annual conference on articulation in which faculty from the departments of the university system units and the community colleges meet with their counterparts to discuss issues of student and program articulation and interinstitutional cooperation.
- f) So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify as similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars of the units.)

g) NO CHANGE

#3

6. (CONT'D)

- e) NO CHANGE
- f) So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify as similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the directors of admissions of the units.) Private colleges should be encouraged to participate.
- g) All units of the University System and the community colleges should operate on a uniform academic calendar except when valid educational considerations merit an exception or when an exception is granted for purposes of experimentation. The Regents should approve all exceptions.

#4

(7) (CONT'D)

- e. The Commissioner of Higher Education should sponsor an annual conference on articulation in which faculty from the departments of the University System units and the community colleges meet with their counterparts to discuss issues of student and program articulation and interinstitutional cooperation.
- f. So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify similar courses, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars and the directors of admissions of the units). Private colleges should be encouraged to participate.
- g. All units of the University System and the community colleges should operate on a uniform academic calendar except when valid educational considerations merit an exception or when an exception is granted for purposes of experimentation. The Regents should approve all exceptions.

#1

7. The state planning agency for post-secondary education should publish an annual comprehensive inventory of post-secondary education opportunities beyond the high school. It should include all programs offered in public, private and proprietary post-secondary education, procedures for admission to all programs and institutions, information on all forms of financial assistance available to students and procedures for applying for financial assistance. The inventory should be distributed to all persons responsible for counseling and advising potential students regarding post-secondary education.

8. The state post-secondary education planning agency shall collect and/or conduct studies of projected manpower supply and demand in cooperation with appropriate state agencies, and disseminate the results of such studies annually to institutions of secondary and post-secondary education in order to improve the information base upon which student choices are made.

- a) The agency should produce an annual projection of the need for teachers at the pre-primary and primary, secondary levels, including county by county short and long-range projections by level and subject area.

#2

7. The state planning agency for post-secondary education should publish an annual comprehensive inventory of post-secondary education opportunities beyond the high school. It should include all programs offered in public, private and proprietary post-secondary education, procedures for admission to all programs and institutions, information on all forms of financial assistance available to students and procedures for applying for financial assistance. The inventory should be distributed to all persons responsible for counseling and advising potential students regarding post-secondary education. A condensed inventory should be made available to all interested persons.

8. NO CHANGE

- a) The agency should produce an annual projection of the need for teachers at all levels, including county by county short and long-range projections by level and subject area.

#3

7. NO CHANGE

8. NO CHANGE

- a) NO CHANGE

#4

- (8) The state planning agency for post-secondary education should publish an annual comprehensive inventory of postsecondary education opportunities beyond the high school. It should include all programs offered in public, private and proprietary postsecondary education, procedures for admission to all programs and institutions, information on all forms of financial assistance available to students and procedures for applying for financial assistance. The inventory should be distributed to all persons responsible for counseling and advising potential students regarding postsecondary education. A condensed inventory should be available to all interested persons.

- (9) The state postsecondary education planning agency should collect and/or conduct studies of projected manpower supply and demand in cooperation with appropriate state agencies, and disseminate the results of such studies annually to institutions of secondary and postsecondary education in order to improve the information base upon which student choices are made. In particular, the agency should project annually the need for teachers at all levels, including county-by-county, short- and long-range projections by level and subject area.

- a. (INCORPORATED WITH ABOVE PARAGRAPH)

#1

9. The Superintendent of Public Instruction and the Commissioner of Higher Education should sponsor an annual workshop of high school counselors throughout the state. The purpose of the workshop is to provide the counselors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying.

#2

9. We strongly recommend that the Superintendent of Public Instruction and the Commissioner of Higher Education sponsor an annual workshop for secondary and post-secondary counselors throughout the state. The purpose of the workshop is to provide the counselors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying. We strongly recommend that the Superintendent of Public Instruction and the Commissioner of Higher Education conduct a study into post-secondary and secondary counseling in the State of Montana.

#3

9. The Superintendent of Public Instruction and the Commissioner of Higher Education should sponsor an annual workshop for secondary and post-secondary counselors throughout the state. The purpose of the workshop would be to provide the counselors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying. (LAST SENTENCE ADDED BY COMMISSION AT 6/6/74 MEETING MOVED TO 9.a.) WELM.)

#4

- (10) The Superintendent of Public Instruction and the Commissioner of Higher Education should sponsor an annual workshop for secondary and postsecondary counselors throughout the state. The purpose of the workshop would be to provide the counselors with current information on postsecondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying.

- a) A report on the actions of the state post-secondary planning agency (mentioned above) should be presented at this workshop. The Superintendent of Public Instruction and the Commissioner of Higher Education should conduct a study into secondary and post-secondary counseling in the State of Montana.

- (11) (FORMERLY a.) A report on the actions of the state postsecondary planning agency (mentioned above) should be presented at this workshop. The Superintendent of Public Instruction and the Commissioner of Higher Education should conduct a study into secondary and postsecondary counseling in the state.

10. Each public university and college should establish a committee of faculty, students and administrators to consider methods of strengthening undergraduate education, including (but not limited to):

- a) Organization of a regular campus program on teaching, coordinated by an institute, supported out of the general budget and sustained by the faculty themselves. The purpose of such institutes would be to systematically focus attention and energies on pedagogical issues, primarily through directly observing and discussing examples and models of teaching, rather than through theoretical lectures or second-hand accounts of teaching.

10. Each public university and college should be encouraged to establish a committee of faculty, students and administrators to consider methods of strengthening undergraduate education, including (but not limited to):

- a) Organization of a regular campus program on teaching.

10. NO CHANCE ALL OF 10.

- (4) Each public university and college should be encouraged to establish a committee of faculty, students and administrators to consider methods of strengthening undergraduate education including (but not be limited to):

- a. organization of a regular campus program on teaching

| #1 | #2 | #3 | #4 |
|--|--|------------------------|--|
| 10. (CONT'D) | 10. (CONT'D) | 10. (CONT'D) | (4) (CONT'D) |
| b) Improvement of methods of evaluating teaching, particularly upon development of non-punitive evaluation designed to assist faculty members to improve teaching. | b) NO CHANGE | (NO CHANGE ALL OF 10.) | b. improvement of methods of evaluating teaching and development of non-punitive evaluation designed to assist faculty members to improve teaching |
| c) Application of the new knowledge developed about the learning process and of the insights of developmental psychology to higher education. | c) Application of the new knowledge developed about the learning process <u>as it relates to higher education.</u> | | c. application of new knowledge about the learning process as it relates to higher education |
| d) Development of interdisciplinary, theme and problem-oriented programs and courses. | d) NO CHANGE | | d. development of interdisciplinary theme and problem-oriented programs and courses |
| e) Development of systems for recognizing and rewarding excellence in undergraduate teaching. | e) NO CHANGE | | e. development of systems for recognizing and rewarding excellence in undergraduate teaching |
| f) Experimentation with new methods of evaluation of student performance, <u>including non-punitive grading and separation of teaching from evaluation.</u> | f) Experimentation with new methods of evaluation of student performance. | | f. experimentation with new method of evaluation of student performance |
| g) Reevaluation of the lecture method as the dominant educational mode in higher education. | g) NO CHANGE | | g. reevaluation of the lecture method as the dominant instructional mode in higher education |
| h) Student and peer evaluation of teaching. | h) NO CHANGE | | h. student and peer evaluation of teaching |
| i) Opportunities for students to gain community service and work experience as part of their education and for credit. | i) NO CHANGE | | i. opportunities for students to gain community service and work experience as part of their education and for credit. |

#1

#2

#3

#4

10. (CONT'D)

The Regents should establish a timetable for the work of these committees on the campuses and should review the reports of the committees. It may be desirable to call a statewide conference at some point in the process in order to stimulate communication between the committees.

11. Each unit of public post-secondary education should set aside one to three percent of its operating budget each year for innovative or experimental teaching projects. There should be provision for rigorous evaluation of all projects funded from this source.

12. The Board of Regents should create and seek state and external support for a fund for innovation in higher education. The fund should be used to support innovations designed to improve the quality of education or to achieve greater cost effectiveness and productivity at the same or greater level of quality.

13. Admissions policies should not discriminate against part-time students or students choosing to combine or alternate education with other experience such as work or travel.

a) Administrative barriers and red tape should be minimized so that the work involved in entry, exit and reentry does not become a factor in student choices.

10. (CONT'D)

THIS PARAGRAPH DELETED BY COMMISSION AT JUNE 6/7 MEETING

11. Each unit of public post-secondary education should set aside funds each year for innovative or experimental teaching projects. There should be provision for rigorous evaluation of all projects funded from this source.

12. The Board of Regents should seek state and external support for a fund for innovation in higher education. The fund should be used to support innovations designed to improve the quality of education or to achieve greater cost effectiveness and productivity at the same or greater level of quality.

13. NO CHANGE

a) Administrative barriers should be minimized so that the work involved in entry, exit and reentry does not become a factor in student choices.

10. (CONT'D)

NO CHANGE (DELETED)

11. DELETED BY COMMISSION AT 6/27/74 MEETING

12. NO CHANGE

13. NO CHANGE ALL OF 13.

- (12) The Board of Regents should seek state and external support for a fund for innovation in higher education. The fund should be used to support innovations designed to improve the quality of education or to achieve greater cost effectiveness and productivity at the same or greater level of quality.

- (13) Admissions policies should not discriminate against part-time students or students choosing to combine or alternate education with other experience, such as work or travel.

a. Administrative barriers should be minimized so that the work involved in entry, exit and reentry does not become a factor in student choices.

#1

13. (CONT'D)

- b) There should be provisions in each public institution for persons to attend undergraduates and graduate courses on a part-time basis, for credit or without credit, to take these courses without prior acceptance into a degree program provided that they are able to benefit from the course and that there is sufficient space available.
- c) In assessing the ability and qualifications of students beyond the traditional age of post-secondary education attendance, institutions should place minimum reliance upon high school and college transcripts and should develop other indicators of motivation and ability.
- d) ADDED BY COMMISSION AT JUNE 6/7 MEETING
- e) ADDED BY COMMISSION AT JUNE 6/7 MEETING

#2

13. (CONT'D)

- b) NO CHANGE
- c) NO CHANGE
- d) Each institution should endeavor to maintain facilities such as child care facilities to better enable all kinds of students to enroll and attend.
- e) Provision should be made at all units of the university system for unstructured independent study options for all students. These provisions should be similar to, but not necessarily restricted to, the omnibus option at the University of Montana.

#3

13. (CONT'D)

(NO CHANGE ALL OF 13.)

#4

(13) (CONT'D)

- b. Each public institution should provide for persons to attend undergraduate and graduate courses on a part-time basis, for credit or without credit, and to take these courses without prior acceptance into a degree program, provided that they are able to benefit from the course and that there is space available.
- c. In assessing the ability and qualifications of students beyond the traditional age of postsecondary education attendance, institutions should place minimum reliance upon high school and college transcripts and should develop other indicators of motivation and ability.
- d. Each institution should endeavor to maintain facilities, such as child care facilities, to better enable all kinds of students to enroll and attend.
- e. All units of the University System should provide for unstructured independent study options for all students. These provisions should be similar to, but not necessarily restricted to, the omnibus option at the University of Montana.
- (14) Tuition and fee structures should not discriminate against part-time students. Part-time students should be charged for courses and credits actually taken. Any fees charged for services and facilities other than instruction should be proportionate to the part-time student's course and credit load.

- 14. Tuition and fee structures should not discriminate against part-time students. Part-time students should be charged only for courses and credits actually taken. Any fees charged for services and facilities other than instruction should be proportionate to the part-time student's course and credit load.

- 14. Tuition and fee structures should not discriminate against part-time students. Part-time students should be charged for courses and credits actually taken. Any fees charged for services and facilities other than instruction should be proportionate to the part-time student's course and credit load.

14. NO CHANGE

#1

15. Part-time students should be eligible for state and institutional student financial assistance programs.

16. In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Consortium for Adult and Continuing Education should be established.

a) Membership

(1) All public institutions of post-secondary education

(2) Private institutions of post-secondary education should be invited to participate

(3) The Commissioner of Higher Education and the Superintendent of Public Instruction

(4) Other state agencies involved in delivery of educational services to adults, such as the Educational Television Commission, should be invited to participate

b) Staffing. The office of the Commissioner of Higher Education should serve as the secretariat to the consortium.

c) Functions

(1) Development of a state plan for adult and continuing education for submission to the state post-secondary planning agency

#2

15. Part-time students should be eligible for state and institutional student financial assistance programs, based on need.

16. NO CHANGE

a) NO CHANGE ALL OF a)

b) NO CHANGE

c) NO CHANGE

(1) NO CHANGE

#3

15. NO CHANGE

16. In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Association for Adult and Continuing Education should be established.

a) NO CHANGE ALL OF a)

b) Staffing: the Office of Commissioner of Higher Education should serve as the secretariat to the association.

c) NO CHANGE ALL OF c)

#4

(15) Part-time students should be eligible for state and institutional student financial assistance programs, based on need.

(16) In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Association for Adult and Continuing Education should be established.

a. Membership:

(1) all public institutions of post-secondary education.

(2) private institutions of post-secondary education should be invited to participate.

(3) the Commissioner of Higher Education and the Superintendent of Public Instruction.

(4) other state agencies involved in delivery of educational services to adults, such as the Educational Broadcasting Commission, should be invited to participate.

b. Staffing: The Office of Commissioner of Higher Education should serve as the secretariat to the association.

c. Functions:

(1) develop a state plan for adult and continuing education for submission to the state postsecondary planning agency.

| #1 | #2 | #3 | #4 |
|---|---|----------------------|--|
| 16. (CONT'D) | 16. (CONT'D) | 16. (CONT'D) | (16) (CONT'D) |
| c) (CONT'D) | c) (CONT'D) | c) (CONT'D) | c. (CONT'D) |
| (2) <u>Division of the state into institutional service areas for adult and continuing education</u> | (2) DELETED | (NO CHANGE ALL OF C) | (ORIGINAL (2) DELETED) |
| (a) <u>In each service area a Regional Council for Adult and Continuing Education should be formed. All institutions offering post-secondary programs should be invited to participate. This will be a voluntary consortium to assess needs and determine the most effective delivery system. The Regional Councils will be advisory to the participating institutions of post-secondary education and to the statewide consortium.</u> | (a) DELETED | | (ORIGINAL (a) DELETED) |
| (3) <u>Coordinate and stimulate the development of new delivery systems, particularly radio and television courses and programs</u> | (3) Coordinate and stimulate the development of new delivery systems | | (2) coordinate and stimulate the development of new delivery systems. |
| (4) <u>Develop a central credit bank for maintaining the records of persons who accumulate post-secondary education through diverse approaches: course work at institutions, work and service experience, individualized study, tests, etc.</u> | (4) Develop a system for maintaining the records of persons who accumulate post-secondary education through diverse approaches: course work at institutions, work and service experience, individualized study, tests, etc. | | (3) develop a system for maintaining the records of persons who accumulate postsecondary education through diverse approaches: course work at institutions, work and service experience, individualized study, tests, etc. |
| (5) <u>Develop procedures for delivery of educational services to areas which may lack an institution capable of offering a needed course or program</u> | (5) NO CHANGE | | (4) develop procedures for delivery of educational services to areas which may lack an institution capable of offering a needed course or program. |

- | #1 | #2 | #3 | #4 |
|--|--|--|--|
| 16. (CONT'D) | 16. (CONT'D) | 16. (CONT'D) | (16) (CONT'D) |
| c) (cont'd) | c) (cont'd) | c) (cont'd) | c. (CONT'D) |
| (6) Encourage and provide assistance to counties and cities in the development of learning centers for adult education in public libraries, high schools, government buildings, other available facilities, and where appropriate, learning pavilions. | (6) NO CHANGE | (NO CHANGE ALL OF C)) | (5) encourage and provide assistance to counties and cities in the development of learning centers for adult education in public libraries, high schools, government buildings, other available facilities, and where appropriate, special adult learning centers. |
| (7) Explore the need and feasibility of offering an external degree to increase accessibility of higher education for persons whose work schedules, home responsibilities or geographic location preclude attendance at a campus. Such a degree might be offered on the basis of independent study, equivalency testing, correspondence work, television and radio courses, and brief periods of intensive study (weekends, short summer sessions) at campuses or learning centers | (7) NO CHANGE | | (6) explore the need and feasibility of offering an external degree to increase accessibility of higher education for persons whose work schedules, home responsibilities or geographic location preclude attendance at a campus. Such a degree might be offered on the basis of independent study, equivalency testing, correspondence work, television and radio courses and brief periods of intensive study (weekends, short summer sessions) at campuses or learning centers. |
| (8) Seek federal and foundation funding for development of new systems for delivery and evaluation of adult learning experiences | (8) <u>Grant state and seek federal and foundation funding for development of new systems for delivery and evaluation of adult learning experiences</u> | | (7) seek federal and foundation funding to develop new systems for the delivery and evaluation of adult learning experiences. |
| 17. (ADDED BY COMMISSION AT JUNE 6/7 MEETING) | 17. <u>Senior citizens, 62 years of age and over, should be granted tuition free access to all courses at all units of the university system, subject to space availability.</u> | 17. <u>The Board of Regents should give special consideration to granting tuition free access to all Montana residents, 62 years of age and over, to audit all courses at all units of the university system, subject to space availability.</u> | (17) The Board of Regents should give special consideration to granting tuition-free access to all Montana residents, 62 years of age and over, to audit all courses at all units of the university system, subject to space availability. |

#1

#2

#3

#4

FINANCING

1. The state should continue to assume the major responsibility for financing public post-secondary education.

2. State support of operating expenses of post-secondary education should take two basic forms

a. Direct institutional support through appropriations to the institutions and/or their governing boards

b. Direct student support through student financial assistance

3. Montana should establish a state scholarship program and participate in the federal student incentive grant program. The program should provide for grants of \$100 to \$1000 per student applicable to tuition or living costs.

a. Undergraduate and vocational-technical students in public post-secondary education should be eligible to participate in this program.

b. Grants should be based upon need.

1. NO CHANGE

2. NO CHANGE

a. NO CHANGE

b. Direct student support through student financial assistance tied to need and performance.

3. Montana should establish a state scholarship program and participate in the federal student incentive grant program. The program should provide for grants to students applicable to tuition or living costs at institutions within Montana.

a. NO CHANGE

b. NO CHANGE

1. NO CHANGE

2. NO CHANGE ALL OF 2.

3. NO CHANGE ALL OF 3.

(45) The state should continue to assume the major responsibility for financing public postsecondary education.

(46) State support of operating expenses of postsecondary education should take two basic forms

a. direct institutional support through appropriations to the institutions and/or their governing boards.

b. direct student support through student financial assistance based on need and performance.

(47) Montana should establish a state scholarship program and participate in the federal student incentive grant program. The program should provide for grants to students which are applicable to tuition or living costs at institutions within Montana.

a. Undergraduates and vocational-technical students in public post-secondary education should be eligible to participate in this program.

b. Grants should be based upon need.

#1

3. (CONT'D)

c. Priority in the awarding of grants should be given to

1) Students whose educational programs are disrupted by termination of an institution or program.

2) Students who must change their place of residence to attend post-secondary education.

d. Grants or vouchers should be awarded directly to students.

e. This program should be funded at an initial level of approximately \$120,000 (50% state funds, 50% federal funds).

f. The Commission for Federal Higher Education programs should administer this program

g. ADDED BY COMMISSION AT JUNE 6/7 MEETING

4. Students attending private colleges should be eligible for participation in any state programs which award financial assistance directly to students.*

*This would probably require constitutional amendment

#2

3. (CONT'D)

c. NO CHANGE

d. NO CHANGE

e. NO CHANGE

f. NO CHANGE

g. The state statute creating a state work study program should be funded.

4. Students attending Carroll College, College of Great Falls, and Rocky Mountain College, should be eligible for participation in any state programs which award financial assistance directly to students.*

*This would probably require constitutional amendment

#3

3. (CONT'D)

(NO CHANGE ALL OF 3.)

4. NO CHANGE

#4

(47) (CONT'D)

c. Priority in the awarding of grants should be given to

(1) students whose educational programs are disrupted by termination of an institution or program.

(2) students who must change their place of residence to attend postsecondary education.

d. Grants or vouchers should be awarded directly to students.

e. This program should be funded initially at a level of approximately \$120,000 (50% state funds, 50% federal funds).

f. The Commission for Federal Higher Education Programs should administer this program.

g. The state statute creating a state work-study program should be funded.

(48) Students attending Carroll College, College of Great Falls and Rocky Mountain College, should be eligible for participation in any state programs which award financial assistance directly to students.*

*This would probably require constitutional amendment.

#1

5. Students in state institutions of post-secondary education should contribute to the direct costs of their education. However student charges should not be raised until a study of student resources has been made to determine the impact of such charges.

a. ADDED BY COMMISSION AT 6/28 MEETING

b. ADDED BY COMMISSION AT 6/28 MEETING

6. A portion of any future increases in student charges should be set aside for student financial assistance.

7. The ratio of state to county funding of community colleges should be set at 65:35.

8. All institutions of post-secondary education should adopt "zero-based" formula budgeting.

9. Budgeting formulas should take into account the different missions and programs of the institutions of post-secondary education and the library, laboratories and equipment necessary to support institutional functions.

10. State executive and legislative authorities, in the exercise of their responsibility for budget control and audit, should concentrate on program budget review and approval and avoid line-item approval and direct involvement in internal budget operation and administration of the public institutions of post-secondary education.

#2

5. Four positions on this recommendation:

- a. Leave staff recommendation as is.
 b. Strike the last sentence beginning with the word "However..."
 c. Add the following statement: "The graduate fees structure should be studied."
 d. Add the following statement to this section: "Increases in student fees should not be used to decrease General Fund appropriations."

6. NO CHANGE

7. Two amendments on this recommendation suggested:

- a. The ratio of state to county funding of community colleges should be set at approximately 65:35.
 b. The ratio of state to county funding of community colleges should not exceed 50% state and 50% local.

8. NO CHANGE

9. NO CHANGE

10. NO CHANGE

#3

5. NO CHANGE FROM COLUMN #1

- a. The graduate fees structure should be studied.

- b. Increases in student fees should not be used to decrease General Fund appropriations.

6. DELETED BY COMMISSION AT 6/28 MEETING

7. NO CHANGE FROM COLUMN #1

8. NO CHANGE

9. NO CHANGE

10. NO CHANGE

#4

- (49) Students in state institutions of post-secondary education should contribute to the direct costs of their education. However, student charges should not be raised until student resources have been studied to determine the impact of such charges.

- a. The graduate fees structure should be studied.

- b. Increases in student fees should not be used to decrease General Fund appropriations.

- (54) The ratio of state to county funding of community colleges should be set at 65:35.

- (52) All institutions of postsecondary education should adopt "zero-based" program budgeting.

- (53) Budgeting formulas should take into account the different missions and programs of the institutions of postsecondary education and the library, laboratories and equipment necessary to support institutional functions.

- (50) State executive and legislative authorities, in the exercise of their responsibility for budget control and audit, should concentrate on program budget review and approval, and avoid line-item approval and direct involvement in internal budget operation and administration of the public institutions of postsecondary education.

#1

11. State funds allocated to the University System should be appropriated to the Board of Regents.

12. Institutions and units of post-secondary education should continue to develop and refine uniform standards, definitions and procedures that will find the full cost of resources utilized in the process of producing instructional outcomes, including student credit hours, courses, degrees and certificates. Insofar as possible this information should be compatible with the work being carried on by the United States Office of Education and the National Center for Higher Education Management Systems.

13. For the immediate future, adult and continuing education should continue to rely upon student fees and the county mill levies. However, there should be provisions for full and partial fee waivers for persons who cannot afford adult education. One way to finance such waivers is by setting aside a percentage of income over and above the expenses incurred in current course offerings for waivers. This procedure is frequently utilized to finance low enrollment courses.

14. The state should provide funding for the administrative expenses of the Statewide Consortium for Adult Education.

#2

11. NO CHANGE

12. NO CHANGE

13. NO CHANGE

14. NO CHANGE

#3

11. NO CHANGE

12. NO CHANGE

13. DELETED BY COMMISSION AT 6/28 MEETING

14. The state should provide funding for the administrative expenses of the Statewide Association for Adult Education.

#4

(51) State funds allocated to the University System should be appropriated to the Board of Regents.

(55) Institutions and units of postsecondary education should continue to develop and refine uniform standards, definitions and procedures that will find the full cost of resources used in the process of producing instructional outcomes, including student credit hours, courses, degrees and certificates. As far as possible, this information should be compatible with the work being carried on by the United States Office of Education and the National Center for Higher Education Management Systems.

(58) The state should provide funding for the administrative expenses of the Statewide Association for Adult Education.

#1

15. When the Statewide Consortium for Adult Education has accumulated sufficient experience and information on the nature of the demand for adult and continuing post-secondary education, it should make an assessment of the need and appropriateness of state funding of programs and courses.

#2

15. Three differences on this recommendation:

- a. Keep it as it reads.
- b. Delete the section.
- c. Amend as follows: When the Statewide Consortium for Adult Education has accumulated sufficient experience and information on the nature of the demand for adult and continuing post-secondary education, it should be funded through the State General Fund in the same ratio as student fees.

16. Faculty and administrative salaries and benefits in Montana higher education should be competitive with those provided for comparable services in comparable institutions.

16. Faculty, administrative and staff salaries and benefits in Montana higher education must be competitive with those provided for comparable services in comparable institutions. There should be more uniformity in salaries among all the units.

17. The governing boards of public post-secondary education should conduct periodic surveys to compare the compensation being paid to faculty, administrators and other staff with levels of compensation of persons with similar responsibilities in similar post-secondary institutions, government and the private sector.

17. NO CHANGE

18. Governing boards should set systemwide priorities for increases in faculty compensation.

18. NO CHANGE

19. In the immediate future the Regents should emphasize equity and merit increases in their priorities for faculty compensation in the University System.

19. NO CHANGE

#3

15. When the Statewide Association for Adult Education has accumulated sufficient experience and information on the nature of the demand for adult and continuing education, it should make an assessment of the need and appropriateness of state funding of programs and courses.

16. NO CHANGE

17. NO CHANGE

18. NO CHANGE

19. In the immediate future, the Regents should emphasize equity and merit increases in their priorities for faculty compensation in the University System. Recommendations for merit increases should be the sole responsibility of the dean of the school or the president of the institution.

#4

- (59) When the Statewide Association for Adult Education has accumulated sufficient experience and information on the demand for adult and continuing education, it should assess the need and appropriateness of state funding of programs and courses.

- (60) Faculty, administrative and staff salaries and benefits in Montana higher education should be competitive with those provided for comparable services in comparable institutions. Salaries among similar units should be more uniform.

- (61) The governing boards of public postsecondary education should conduct periodic surveys to compare the compensation paid to faculty, administrators and other staff with levels of compensation of persons with similar responsibilities in similar postsecondary institutions, government and the private sector.

- (62) Governing boards should set systemwide priorities for increases in faculty compensation.

- (63) The Regents should emphasize immediately equity and merit increases in their priorities for faculty compensation in the University System. Recommendations for merit increases should be the sole responsibility of the dean of the school or the president of the institution.

#1

20. One instructional PTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional PTE's are to be used for curricular reform or research related to the improvement of instruction.

21. State funds should be provided to institutions and system offices for the development of management information systems.

22. If enrollment decreases necessitate budget curtailments, administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.

23. ADDED BY COMMISSION AT JUNE 6/7 MEETING

24. ADDED BY COMMISSION AT 6/28 MEETING

#2

20. Differences on this recommendation:

- a. Two groups wanted more information.
 b. One group wanted to delete the section.
 c. Amend the first sentence as follows:
"Funds equivalent to one instructional PTE faculty position should be granted to each unit of the University System for each 750 students or part thereof."

21. NO CHANGE

22. NO CHANGE

23. Private Foundation Funding. Private foundations of individual post-secondary institutions should be encouraged to develop income for its supplemental programs. Income from these foundations should be considered additional income and not used to reduce its General Fund appropriations.

24. ADDED BY COMMISSION AT 6/28 MEETING

#3

20. Funds equivalent to one instructional PTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional PTE's are to be used for curricular reform or research related to the improvement of instruction.

21. NO CHANGE

22. Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.

23. NO CHANGE

24. An Attorney General's opinion should be solicited to determine whether or not the Board of Regents could rebate up to three of the six university system mills collected from these political subdivisions which maintain community colleges.

#4

- (57) Funds equivalent to one instructional PTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional funds would be used for curricular reform or research related to improved instruction.

- (56) State funds should be provided to institutions and system offices for the development of management information systems.

- (64) Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.

- (65) Private foundations of individual post-secondary institutions should be encouraged to develop income for their supplemental programs. Income from these foundations should be considered additional income and should not be used to reduce its General Fund appropriations.

- (66) An Attorney General's opinion should be requested to determine whether the Board of Regents could rebate up to three of the six University System mills collected from these political subdivisions which maintain community colleges.

#1

#2

#3

#4

SPECIAL SUBJECTSTenure and Staffing

- | | |
|---|---|
| <p>1. Each governing board in public post-secondary education should conduct a thorough review of current tenure policies and the future impact of those policies. This review should include</p> <p>a. Analysis by each unit of its current and projected level of faculty staffing, including estimates of the proportion of tenured and non-tenured faculty for the periods 1975-1980 and 1981-1990. Analysis and estimates should be made for each department and for the entire institution.</p> <p>b. Procedures and criteria by which tenure decisions are made.</p> <p>c. Strategies for maintaining a healthy tenure/non-tenure balance.</p> <p>d. Possible alternatives to, or modifications of, existing tenure policies and practices.</p> <p>2. Governing boards should insure that procedures are established for the evaluation of tenured faculty at least every four years.</p> <p>3. Governing boards should examine the possibility of developing early retirement plans which would make attractive withdrawal from employment or full-time employment at age 55 or 60.</p> | <p>1. NO CHANGE ALL OF 1.</p> <p>2. NO CHANGE</p> <p>3. NO CHANGE</p> |
|---|---|
-
- | | |
|---|---|
| <p>(18) Each governing board in public postsecondary education should conduct a thorough review of current tenure policies and the future impact of those policies. This review should include:</p> <p>a. analysis by each unit of its current and projected level of faculty staffing, including estimates of the proportion of tenured and non-tenured faculty for the periods 1975-1980 and 1981-1990. Analysis and estimates should be made for each department and for the entire institution.</p> <p>b. procedures and criteria by which tenure decisions are made.</p> <p>c. strategies for maintaining a healthy tenure/non-tenure balance.</p> <p>d. possible alternatives to, or modifications of, existing tenure policies and practices.</p> <p>(19) Governing boards should insure that procedures are established for the evaluation of tenured faculty at least every four years using administration, faculty and student input.</p> <p>(20) Governing boards should examine the possibility of developing early retirement plans for voluntary withdrawal from employment or full-time employment at age 55 or 60.</p> | <p>2. NO CHANGE</p> <p>3. NO CHANGE</p> |
|---|---|

#1

4. Governing boards, institutions, faculties and departments should make every effort to increase the representation of minority groups, particularly American Indians and women, on the teaching and administrative staffs of all units of post-secondary education.

#2

4. Governing boards, institutions, faculties and departments will make every effort to obtain representation of minority groups, particularly American Indians and women, on the teaching and administrative staffs of all units of post-secondary education and provide equitable compensation.

#3

4. NO CHANGE

#4

- (21) Governing boards, institutions, faculties and departments should make every effort to obtain representation of minority groups, particularly American Indians and women, on the teaching and administrative staffs of all units of post-secondary education and provide equitable compensation.

Health Care Education

The Commission should consider the recommendations of the Technical Group Report No. 5 on Health Care, as follows:

General Recommendations

1. More emphasis should be placed on preventive care in health education programs.
2. Health education for consumers - particularly during the school years - is a concept which should be given a high priority.
3. Student needs, as well as community needs, should also be considered in planning for educational programs.
4. Sound vocational counseling and guidance should be strongly encouraged beginning at the junior and senior high school level and continuing through the post-secondary level. This is necessary to assist students to meet their educational needs and interests in the health fields of their choice where employment is available.

1. NO CHANGE

2. NO CHANGE

3. NO CHANGE

4. NO CHANGE

1. NO CHANGE

2. NO CHANGE

3. NO CHANGE

4. NO CHANGE

- (82) More emphasis should be placed on preventive care in health education programs.

- (83) Health education for consumers - particularly during the school years - should be given high priority.

- (84) Student needs, as well as community needs, should be considered in planning for educational programs.

- (86) Sound vocational counseling and guidance should be strongly encouraged beginning at the junior and senior high school level and continuing through the post-secondary level.

#1

#2

#3

#4

Health Care Recommendations (Cont'd)

5. All health care education programs should be permitted to control admissions as they see fit based on program capacity and reliable projected needs.
6. All health care personnel should have available to them, and be encouraged to participate in, adequate continuing education and in-service training programs.
7. There is a great need within the state for the most reliable system possible for projecting future needs in the health occupations and professions.

Health Care Recommendations (Cont'd)

5. Subject to governing board approval, all health care education programs should be permitted to control admissions as they see fit based on program capacity and reliable projected needs.
6. NO CHANGE
7. NO CHANGE

Health Care Recommendations (Cont'd)

5. NO CHANGE
6. NO CHANGE
7. NO CHANGE

(117) Subject to governing board approval, all health care education programs should be permitted to control admissions based on program capacity and reliable projected needs.

(119) All health care personnel should have available to them, and be encouraged to participate in, adequate continuing education and in-service training programs.

(116) A reliable system should be developed for projecting future needs in the health occupations and professions.

Specific Recommendations and Conclusions

8. The WICHE Program: Recommends that Montana continue its support of the WICHE Student Exchange Program and increase its level of support as required.

8. Montana should continue its support of the WICHE Student Exchange Program and increase its level of support as required. The Regents should consider a system which takes into account the variability in the economic needs of Montana students attending out-of-state medical, dental and veterinary medical schools with the provision which would require, in some instances, repayment to the state of the amount the state pays to meet the out-of-state tuition costs and that a loan forgiveness feature be considered contingent upon a period of practice in Montana once the education has been completed.

8. NO CHANGE

(89) Montana should continue supporting the Western Interstate Commission for Higher Education (WICHE) Student Exchange Program and increase its level of support as required. The Regents should consider a system which takes into account the variability in the economic needs of Montana students attending out-of-state medical, dental and veterinary medical schools with a provision which would require (in some instances) repayment to the state of the amount the state pays to meet out-of-state tuition costs. It should include, too, a loan forgiveness feature contingent upon a period of practice in Montana once the education has been completed.

| #1 | #2 | #3 | #4 |
|--|---|--------------------------------------|---|
| Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | |
| 9. <u>The WAMI Program:</u> Recommends and urges that support be given to this program and that the Legislature appropriate the necessary amount of dollars each year to keep the WAMI program viable in this state. However, this Group also feels that financial support of the WAMI program should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 80 qualified medical students will actually be admitted within the next four years. The WAMI program should also endeavor to make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. | 9. Support should be given to this program and the Legislature should appropriate the necessary amount of dollars each year to keep the WAMI program viable in this state. However, this Group also feels that financial support of the WAMI program should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 80 qualified medical students will actually be admitted within the next four years. The WAMI program should endeavor to make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. A system (such as the one proposed under the WICHP program) should be devised for WAMI. | 9. NO CHANGE | (87) Support should be given to the WAMI (Washington, Alaska, Montana, Idaho) Medical Education program, and the Legislature should appropriate the necessary amount of dollars each year to keep it working in this state. However, financial support should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 80 qualified medical students will actually be admitted within the next four years. |
| 10. <u>Medicine</u> A method should be developed for determining the appropriate number of medical students which should be subsidized by the state. | 10. NO CHANGE | 10. NO CHANGE | (88) The WAMI program should make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. A system providing for forgiveness of educational loans in return for practicing medicine in rural areas should be devised for WAMI. |
| 11. <u>Dentistry</u> There is a great need to find some device for protecting existing slots in dental schools for Montana students, and finding some way to expand the opportunities for admission to dental schools. | 11. NO CHANGE | 11. NO CHANGE | (118) A method should be developed for determining the appropriate number of medical students to be subsidized by the state. |
| 12. <u>Veterinary Medicine</u> Montana State University's efforts to develop a WAMI-like program for veterinary medicine should be encouraged to continue and the Legislature should give sympathetic consideration to funding such a program. | 12. NO CHANGE | 12. NO CHANGE | (90) Some device for protecting existing slots in dental schools for Montana students should be developed as well as some method to expand opportunities for admission to dental schools. |
| | | | (91) Montana State University's efforts to develop a WAMI-like program for veterinary medicine should be encouraged, and the Legislature should consider funding such a program. |

| #1 | #2 | #3 | #4 |
|--|--------------------------------------|--------------------------------------|---|
| Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | |
| <p>13. <u>Pre-Medicine/Pre-Dentistry/Pre-Veterinary Medicine</u></p> <p>The counseling system should be carefully scrutinized and the counseling function should be given more attention in order to better screen the potential applicants to these professional schools. The students should be given the opportunity to have more exposure to their chosen profession in the field during these pre-professional years.</p> | <p>13. NO CHANGE</p> | <p>13. NO CHANGE</p> | <p>(85) The counseling system should be carefully scrutinized and the counseling function should be given more attention in order to better screen the potential applicants for pre-medicine/pre-dentistry/pre-veterinary medicine. The students should be given the opportunity to have more exposure to their chosen profession in the field during these pre-professional years.</p> |
| <p>14. <u>Dental Hygiene</u></p> <p>The four-year program which now exists should be continued. At this time a second baccalaureate program should not be developed.</p> <p>The value of a two-year program at the vocational-technical center which has responsibility for health care training as its major activity, or at a community college should be examined.</p> | <p>14. NO CHANGE</p> | <p>14. NO CHANGE</p> | <p>(93) The existing four-year program for dental hygienists should be continued. At this time, a second baccalaureate program should not be developed. The feasibility of a two-year program at the vocational-technical center which has responsibility for health care training as its major activity, or at a community college, should be examined.</p> |
| <p>15. <u>Dental Assistant</u></p> <p>The need for dental assistants is adequately being met and no change is recommended.</p> <p>The upward mobility concept should be developed within all accredited programs to allow for ease of movement of the dental assistant into a dental hygiene program.</p> | <p>15. NO CHANGE</p> | <p>15. NO CHANGE</p> | <p>(94) The upward mobility concept should be developed within all accredited programs to allow for ease of movement of the dental assistant into a dental hygiene program.</p> |

Health Care Recommendations (Cont'd)

16. Medical Technology

The state should develop additional internships for medical technologists.

17. Medical Laboratory Assistant

These programs should be expanded if other schools or institutions have the necessary financial support and proper laboratory facilities, staff and other resources.

18. Environmental Health/Sanitariums

No change is recommended in the academic programs, but field experience training should be offered in the state.

Health Care Recommendations (Cont'd)

16. NO CHANGE

17. NO CHANGE

18. NO CHANGE

Health Care Recommendations (Cont'd)

16. NO CHANGE

17. NO CHANGE

18. NO CHANGE

(95) The state should develop additional internships for medical technologists.

(96) The programs for medical laboratory assistants should be expanded if other schools or institutions have the necessary financial support and proper laboratory facilities, staff and other resources.

(97) Field experience training for sanitarians should be offered in the state.

Health Care Recommendations (Cont'd)

Health Care Recommendations (Cont'd)

Health Care Recommendations (Cont'd)

19. Registered Nurse19. Registered Nurse

19. NO CHANGE ALL OF 19

FIRST PARAGRAPH ADDED BY COMMISSION AT
JUNE 6/7 MEETING

Those nursing education programs which lead to RN licensure should be continued at their present levels and the varied programs should remain as they are now structured, but based on changing needs of the state; modifications should be made as needed in the future.

Overall limitations of clinical facilities requires statewide coordination to assure adequate clinical experiences for nursing students.

The Family Nurse Practitioner program should be strongly supported. However, proliferation of these post-RN programs does not seem necessary nor feasible. Modifications in the future should be made as the need arises.

No additional master's programs should be developed.

A major need in nursing education is for an education consultant for the State Board of Nursing.

Efforts should be made to develop flexibility in nursing programs from LPN to baccalaureate degree nurses. This would include efforts to make it possible for LPN and Associate Degree nurses to enter baccalaureate programs receiving credit for their previous training.

(NO CHANGE IN BALANCE OF 19)

(98) Efforts should be made to develop flexibility in nursing programs from Licensed Practical Nurse (LPN) to Baccalaureate degree nurses. This would include efforts to make it possible for LPN and Associate Degree nurses to enter baccalaureate programs receiving credit for their previous training.

a. Those nursing education programs which lead to Registered Nurse (RN) licenses should be continued at their present levels, and the varied programs should remain as they are now structured; but based on the changing needs of the state, modifications should be made as needed.

b. Overall limitations of clinical facilities may require statewide coordination to assure adequate clinical experiences for nursing students.

c. The Family Nurse Practitioner program should be strongly supported. However, proliferation of these post-RN programs does not seem necessary nor feasible. Modifications should be made as needs arise.

d. No additional master's programs should be developed.

e. An education consultant should be appointed for the State Board of Nursing.

| #1 | #2 | #3 | #4 |
|---|---|--------------------------------------|---|
| Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | |
| <p>20. <u>Practical Nursing</u></p> <p>The existing programs adequately serve the state at the present time.</p> <p>The Group urges the Vocational Education Division of the Office of the Superintendent of Public Instruction and the State Board of Nursing to jointly coordinate the number of programs and students in the future based on area needs.</p> <p>The MDTA practical nursing programs should not be developed unless or until they are coordinated with the Vocational Education Division of the Office of the Superintendent of Public Instruction.</p> | <p>20. <u>Practical Nursing</u></p> <p>The existing programs adequately serve the state at the present time.</p> <p>The Vocational Education Division and the State Board of Nursing should jointly coordinate the number of programs and students in the future based on area need.</p> <p>The MDTA practical nursing program should not be developed unless or until they are coordinated with the Vocational Education Division.</p> | <p>20. NO CHANGE</p> | <p>(99) In practical nursing, the Vocational Education Division and the State Board of Nursing should jointly coordinate the number of programs and students based on area need. The Manpower Development and Training Act (MDTA) practical nursing programs should not be developed unless or until they are coordinated with the Vocational Education Division.</p> |
| <p>21. <u>Nurse Aide</u></p> <p>Recommends no change in these programs, however, for the establishment of future programs, the Vocational Education Division of the Office of Superintendent of Public Instruction is urged to take the factors of supply, demand and geography into consideration.</p> | <p>21. <u>Nurse Aide</u></p> <p>There should be no change in these programs. However, for the establishment of future programs, the Vocational Education Division is urged to take the factors of supply, demand and geography into consideration.</p> | <p>21. NO CHANGE</p> | <p>(100) In establishing future nurse aide programs, the Vocational Education Division should take the factors of supply, demand and geography into consideration.</p> |

#1

Health Care Recommendations (Cont'd)

22. Physical Therapy and Pre-Physical Therapy

Recommend increased legislative support to the WICHE Student Exchange Program in Physical Therapy.

Recommend that consideration be given to establishing a two-year program to train physical therapists at the most appropriate location where clinical facilities are adequate and instructional personnel are available.

23. Physical Therapy Aide

Programs to train physical therapy aides should be established at the vocational level.

24. Hospital Administration

The establishment of continuing education programs for hospital administrators should be given a very high priority.

The Montana University System should be encouraged to investigate the feasibility of establishing a program for hospital administrators similar to that for nursing home administrators.

25. Medical Records

One degree program in the state should adequately fulfill the needs of the state.

#2

Health Care Recommendations (Cont'd)

22. Physical Therapy and Pre-Physical Therapy

Increased legislative support should be made available to the WICHE Student Exchange Program in Physical Therapy.

SECOND PARAGRAPH DELETED BY COMMISSION AT JUNE 6/7 MEETING

23. NO CHANGE

24. NO CHANGE

25. NO CHANGE

#3

Health Care Recommendations (Cont'd)

22. NO CHANGE

23. NO CHANGE

24. NO CHANGE

25. NO CHANGE

#4

(101) Increased legislative support should be made available to the WICHE Student Exchange Program in Physical Therapy.

(102) Programs to train physical therapy aides should be established at the vocational level.

(103) The establishment of continuing education programs for hospital administrators should be given a very high priority. The Montana University System should be encouraged to investigate the feasibility of establishing a program for hospital administrators similar to that for nursing home administrators.

(104) The one degree program in the state for the medical records field should fulfill adequately the needs of the state.

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|--|--|--|---|
| <p>#1</p> <p>26. <u>Pharmacy</u></p> <p>The educational opportunities for pharmacy students are adequate and no major change is recommended.</p> <p><u>The Group urges the present School of Pharmacy to consider the development of its curriculum to include the clinical pharmacist concept.</u></p> <p>27. <u>Speech Pathology and Audiology</u></p> <p>If the need for an expanded program appears in the future, it should be met by the existing program.</p> <p>A method should be developed whereby the services of these professionals are obtainable in the smaller communities around the state.</p> <p>Continuing education possibilities should be developed outside of the Missoula area.</p> <p>28. <u>Radiologic (X-Ray) Technology</u></p> <p>The private hospital programs should adequately supply the state at the present time.</p> <p>29. <u>Respiratory/Inhalation Therapy</u></p> <p>The present programs should be continued and expanded as the need arises.</p> <p>30. <u>Occupational Therapy</u></p> <p>The Group recommends increased support for the WICHE Student Exchange Program in Occupational Therapy.</p> | <p>#2</p> <p>26. <u>Pharmacy</u></p> <p>There should be no major change in the educational opportunities for pharmacy students.</p> <p>SECOND PARAGRAPH DELETED BY COMMISSION AT JUNE 6/7 MEETING</p> <p>27. NO CHANGE</p> <p>28. NO CHANGE</p> <p>29. NO CHANGE</p> <p>30. <u>Occupational Therapy</u></p> <p><u>Continued</u> support should be made available for the WICHE Student Exchange Program in Occupational Therapy.</p> | <p>#3</p> <p>26. NO CHANGE</p> <p>27. NO CHANGE</p> <p>28. NO CHANGE</p> <p>29. NO CHANGE</p> <p>30. NO CHANGE</p> | <p>#4</p> <p>(105) There should be no major change in the educational opportunities for pharmacy students.</p> <p>(106) If the need for an expanded program in speech pathology and audiology appears in the future, it should be met by the existing program.</p> <p>a. A method should be developed whereby the services of these professionals are obtainable in the smaller communities around the state.</p> <p>b. Continuing education possibilities should be developed outside of the Missoula area.</p> <p>(107) The private hospital programs in radiologic (X-Ray) technology should supply adequately the state at the present time. No academic programs should be established.</p> <p>(108) The present programs in respiratory/inhalation therapy should be continued and expanded as needs arise.</p> <p>(109) Continued support should be made available for the WICHE Student Exchange Program in Occupational Therapy.</p> |
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| #1 | #2 | #3 | #4 |
|---|--------------------------------------|--------------------------------------|---|
| Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | |
| 31. <u>Nursing Home Administration</u> This Group recommends that the proposed Montana State University program for nursing home administrators be encouraged and supported. | 31. DELETED BY COMMISSION | 31. NO CHANGE (DELETED) | |
| 32. <u>Mental Health/Clinical Psychologist</u> It should be justifiable to expand the one existing program within the university system. | 32. NO CHANGE | 32. NO CHANGE | (110) The existing program for clinical psychologists should be expanded within the University System. |
| 33. <u>Mental Health/Psychiatric Social Worker</u> The in-migration of these health professionals should be meeting Montana's needs. | 33. NO CHANGE | 33. NO CHANGE | (111) The in-migration of psychiatric social workers should meet Montana's needs; no new programs should be initiated. |
| 34. <u>Dietitian</u> Internships should be secured for Montana students who have completed their academic training. | 34. NO CHANGE | 34. NO CHANGE | (112) Dietetic internships should be secured for Montana students who have completed their academic training. |
| 35. <u>Osteopathy</u> The present cooperative arrangement with two out-of-state colleges of osteopathy should prove beneficial in supplying the state in the future. | 35. NO CHANGE | 35. NO CHANGE | (92) The present cooperative arrangement with two out-of-state colleges of osteopathy should prove beneficial in supplying the state in the future and should be continued. |
| 36. <u>Optometry</u> There should be continued support of the WICHE Student Exchange Program. | 36. NO CHANGE | 36. NO CHANGE | (113) There should be continued support of the WICHE Student Exchange Program in the field of Optometry. |
| 37. <u>Chiropractic</u> The state's needs seem to be adequately met (except for maldistribution). | 37. NO CHANGE | 37. NO CHANGE | (114) Except for poor distribution of chiropractors, the state's needs should be met adequately. |

| #1 | #2 | #3 | #4 |
|---|--|--|--|
| Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd) | |
| 38. <u>Podiatry</u> There should be no expansion of the academic programs which currently exist. There should be continued support of the WICHE Student Exchange Program. | 38. NO CHANGE | 38. NO CHANGE | (115) There should be no expansion in current academic programs in pre-podiatry. There should be continued support of the WICHE Student Exchange Program in Podiatry. |
| 39. <u>Continuing Education</u> All potential sources for continuing education should be investigated - MDSRP, the university system, the vocational-technical centers, and the allied health and professional associations - and a coordinating system should be designated to accommodate continuing education in the total health care field. | 39. NO CHANGE | 39. NO CHANGE | (120) All potential sources for continuing education should be investigated -- Montana Medical Education and Research Foundation (MMERF), the University System, the vocational-technical centers and the allied health and professional associations -- and a coordinating system should be designated to accommodate continuing education in the total health care field. (THE FOLLOWING TWO ITEMS WERE MOVED TO THE END OF THE "INSTITUTIONS" SECTION) |
| <u>Proprietary Education</u> | | | |
| BOTH ITEMS ADDED BY COMMISSION 6/28/74 | BOTH ITEMS ADDED BY COMMISSION 6/28/74 | 1. The Legislature should fund adequately HB 749 (1974) at a level sufficient to assure that the Department of Business Regulation can fulfill its responsibilities with respect to regulation of proprietary schools. 2. Proprietary schools should be included in future long and short-range state planning for post-secondary education in Montana. | (80) The Legislature should provide adequate funding to assure that the Department of Business Regulation can fulfill its responsibilities with respect to regulation of proprietary schools. (81) Proprietary schools should be included in future long- and short-range state planning for postsecondary education in Montana. |

Native American Education

ALL ITEMS ADDED BY COMMISSION 6/28/74

ALL ITEMS ADDED BY COMMISSION 6/28/74

1. Montana post-secondary institutions should develop a set of institutional goals and objectives relating to Native Americans which would include, but not be limited to, welfare of students, educational programs, Indian community activities, etc.
2. The State Board of Education and the Montana post-secondary institutions should implement fully the mandate of the new Montana Constitution (Article X, Sec. 2) through continued expansion of innovative projects and existing Indian programs.
3. All post-secondary institutions should make an immediate effort to employ qualified Indian faculty and non-instructional staff on all levels at the respective units.
4. Funding for Indian Studies Programs should be increased, based on Indian student needs, population and the number of Montana Indian communities to be served. The criteria for future state funding and for establishing programs should be based on effective administrations, research activities, curriculum developments, and support services, etc.
5. Presidents and/or directors of post-secondary institutions should create an Indian Review Board with membership selected with the assistance of responsible tribal and urban Indian groups. The Board should address itself to issues and problems confronting post-secondary institutions and Indian communities.

- (122) Montana postsecondary institutions should develop a set of institutional goals and objectives relating to Native Americans which would include, but not be limited to, welfare of students, educational programs, Indian community activities, etc.
- (121) The State Board of Education and the Montana postsecondary institutions should fully implement the mandate of the new Montana Constitution (Article X, Sec. 2) through continued expansion of innovative projects and existing Indian programs.
- (141) All postsecondary institutions should make an immediate effort to employ qualified Indian faculty and non-instructional staff on all levels.
- (123) Funding for Native American Studies Programs should be increased based on Indian student needs, population and the number of Montana Indian communities to be served. The criteria for future state funding and for establishing programs should be based on effective administrations, research activities, curriculum developments and support services, etc.
- (131) Presidents and/or directors of postsecondary institutions should create an Indian Review Board with membership selected with the assistance of responsible tribal and urban Indian groups. The Board should address itself to issues and problems confronting postsecondary institutions and Native American communities.

6. Those institutions having significant Indian student populations or Indian community involvement should organize their educational resources around a special services program model (skill classes, cultural classes, Indian counselors, tutors, etc.) for students needing this type of academic support program.
7. All post-secondary institutions should develop and maintain data on Indian students and Indian community projects for the purpose of public accountability.
8. The Board of Regents and the Board of Public Education should review educational policies as they relate to Indian students, and initiate the necessary action to insure that the educational needs of Indian people are being met.
9. The Board of Regents should review the State Indian Fee Waiver and recommend to the legislature any reform needed to make the waiver applicable to all tribal Indian students.
10. The Governor should appoint an Indian person to the Board of Regents.
11. The Board of Regents should develop an annual report concerning Native American (Indians) and post-secondary education which would be disseminated statewide.
12. The Commissioner of Higher Education should seek funds to finance an annual conference on Native Americans in post-secondary education. Participation should include representatives of post-secondary institutions, Indian students, Indian community people, state educational officials, etc.

- (132) Those institutions having significant Indian student populations or Indian community involvement should provide special services (skill classes, cultural classes, Indian counselors, tutors, etc.) for students needing this type of program.
- (136) All postsecondary institutions should develop and maintain data on Indian students and Indian community projects for the purpose of public accountability.
- (126) The Board of Regents and the Board of Public Education should review educational policies as they relate to Indian students and initiate the necessary action to insure that the educational needs of Native American people are being met.
- (130) The Board of Regents should review the State Indian Fee Waiver and recommend to the Legislature any reform needed to make the waiver applicable to all tribal Indian students.
- (139) The Governor should appoint a Native American to the Board of Regents.
- (138) The Board of Regents should develop an annual report concerning Native Americans and post-secondary education to be disseminated statewide.
- (135) The Commissioner of Higher Education should seek funds to finance an annual conference on Native Americans in postsecondary education. Participation should include representatives of postsecondary institutions, Indian students, Montana Indian community people, state educational officials, etc.

#1

Native American Education (CONT'D)

#2

Native American Education (CONT'D)

#3

Native American Education (CONT'D)

#4

13. The Board of Regents should seek funds from the Legislature for a permanent Indian staff member in the office of the Commissioner of Higher Education for the purpose of coordinating Indian affairs and programs at post-secondary institutions.
14. The Board of Regents should appoint a standing subcommittee composed of Indian educators, tribal representatives, and advocates to review financing and administration of institutional programs for Indians and to deal with issues affecting the concerns of Montana Indian communities.
15. The Commissioner of Higher Education should take the responsibility for evaluating institutional programs for Indians and make necessary recommendations for insuring full and acceptable participation in these programs by Montana Native Americans.
16. Student financial aid officials (tribal/state/federal) should make a responsible effort to develop new aid programs or a new statewide Indian financial aid formula on behalf of Indian students attending post-secondary institutions, taking into consideration treaty rights, tribal grants, state fee waivers, economic opportunity grants, legislation, etc.
17. Post-secondary institutions should financially support future Native American cultural activities on campus (museum exhibits, pow-wows, student conferences, art and cultural functions, etc.), the same as other school functions during the academic year.

- (140) The Board of Regents should seek funds from the Legislature for a permanent Indian staff member in the office of the Commissioner of Higher Education for the purpose of coordinating Indian affairs and programs at postsecondary institutions.
- (127) The Board of Regents should appoint a standing sub-committee composed of Indian educators, tribal representatives and advocates to review financing and administration of institutional programs for Native Americans and to deal with issues affecting the concerns of Montana Indian communities.
- (137) The Commissioner of Higher Education should evaluate institutional programs for Indians and make recommendations for insuring full and acceptable participation in these programs by Montana Native Americans.
- (128) Student financial aid officials (tribal/institutional/federal) should make a responsible effort to develop new aid programs or a new statewide Indian financial aid formula on behalf of Indian students attending postsecondary institutions, taking into consideration treaty rights, tribal grants, state fee waivers, economic opportunity grants, legislation, etc.
- (124) Postsecondary institutions should support financially future Native American cultural activities on campus (museum exhibits, pow-wows, student conferences, art and cultural functions, etc.) the same as other school functions during the academic year.

#1

Native American Education (Cont'd)

#2

Native American Education (Cont'd)

#3

Native American Education (Cont'd)

18. Directors of college work-study programs should develop a policy which affords the Indian student an opportunity to work on or near reservations under the guidelines of the Federal work-study program.
19. Post-secondary institutions and concerned state agencies should be encouraged to support the new Indian Master Plan (HS 343, HJR 60) and provide assistance for its implementation.
20. An effort should be made by officials of student health services to develop a uniform Indian student health plan in coordination with the Indian Public Health Service.
21. Provision should be made for Indian students to have access to qualified Indian Counselors (for at least 4 years), as well as tutors (for at least 2 years), to assist them in adapting to the foreign environment of the institution.

#4

- (129) Directors of college work-study programs should develop a policy which affords the Indian student an opportunity to work on or near reservations under the guidelines of the federal work-study program.
- (125) Postsecondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HS 343, HJR 60) and provide assistance for its implementation.
- (134) An effort should be made by officials of student health services to develop a uniform Indian student health plan in coordination with the Indian Public Health Service.
- (133) Provision should be made for Indian students to have access to qualified Indian Counselors (for at least 4 years) as well as tutors (for at least 2 years) to assist them in adapting to the foreign environment of the institution.

GOALS AND ACCOUNTABILITY

1. The primary goal of this Commission and of Montana post-secondary education is to enhance the opportunities for learning available to the people of Montana. We are concerned about the quantity and quality of learning opportunities. And we believe that the learning experiences available through our institutions should respect the individualism and diversity of the people of Montana.

In this spirit we propose the following long-range goals for Montana post-secondary education:

- Equal and universal opportunity for participation in post-secondary education by citizens of Montana with motivation and ability to benefit regardless of race, creed, sex, age, national origin or economic status.
- A comprehensive system of post-secondary education which provides sufficient programs and experiences to meet the needs of the people of Montana.
- Variety of educational experiences and organizations to reflect the educational goals and learning styles of persons whose needs must be met by post-secondary education.
- Commitment to the growth and self-realization of the individual student including intellectual, personal and vocational development.
- Excellence in all aspects of post-secondary education, including instruction, research and public services.

1. The primary goal of this Commission and of Montana post-secondary education should be to enhance the opportunities for learning available to the people of Montana. We are concerned about the quantity and quality of learning opportunities. And we believe that the learning experiences available through our institutions should respect the individualism and diversity of the people of Montana.

NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

1. NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

NO CHANGE

- (1) Our primary goal as a Commission and the primary goal of Montana postsecondary education should be to enhance the opportunities for learning available to Montanans. We are concerned about the quantity and quality of learning opportunities. And we believe that the learning experiences available through our institutions should respect the individualism and diversity of Montanans.

In this spirit, we propose the following long-range goals for Montana postsecondary education:

- Equal and universal opportunity for participation in postsecondary education by Montanans with motivation and ability to benefit, regardless of race, creed, sex, age, national origin or economic status.
- A comprehensive system of postsecondary education which provides sufficient programs and experiences to meet the needs of Montanans.
- A variety of educational experiences and organizations to reflect the educational goals and learning styles of persons whose needs must be met by postsecondary education.
- Commitment to the growth and self-realization of the individual student including intellectual, personal and vocational development.
- Excellence in all aspects of post-secondary education, including instruction, research and public service.

#1

#2

#3

#4

1. (CONT'D)

- Coordination and planning to assure diversity, comprehensiveness, cooperation between the units and systems of post-secondary education and protection of the public interest.
- Continuous innovation and self-renewal in all institutions of post-secondary education.
- Protection of academic freedom and assurance of academic responsibility.
- Flexibility at the state, system and institutional levels to facilitate adaptation to changing circumstances.
- Responsiveness to changing needs of the state, communities and people of Montana, including bringing the resources of post-secondary education to bear upon the problems of society.
- Utilization of resources in the most educationally productive and cost effective ways.
- Accountability which protects the rights of all who participate in post-secondary education including students, faculty, staff and taxpayers.

2. The state planning agency for post-secondary education should develop a comprehensive, compatible management information system

- a. The elements in the system should be those with reasonable potential for direct use by the units, system offices, boards and by state government for policy and planning purposes.

1. (CONT'D)

- NO CHANGE
- NO CHANGE
- NO CHANGE
- NO CHANGE
- NO CHANGE
- NO CHANGE
- NO CHANGE

2. NO CHANGE

- a. NO CHANGE

1. (CONT'D)

- NO CHANGE
- NO CHANGE
- NO CHANGE
- NO CHANGE
- NO CHANGE
- Utilization of resources in the most educationally productive and cost effective ways -- including the resources that exist in people with special skills, professional or otherwise.
- NO CHANGE

2. NO CHANGE ALL OF 2.

(1) (CONT'D)

- Coordination and planning to assure diversity, comprehensiveness and cooperation between the units and systems of postsecondary education and protection of the public interest.
- Continuous innovation and self-renewal in all institutions of postsecondary education.
- Protection of academic freedom and assurance of academic responsibility.
- Flexibility at the state, system and institutional levels to facilitate adaptation to changing circumstances.
- Responsiveness to changing needs of the state, communities and people of Montana, which includes bringing the resources of postsecondary education to bear upon the problems of society.
- Use of resources in the most educationally productive and cost-effective ways, including resources that exist in people with special skills, professional or otherwise.
- Accountability, which protects the rights of all who participate in postsecondary education, including students, faculty, staff and taxpayers.

(142) The state planning agency for postsecondary education should develop a comprehensive, compatible management information system.

- a. The elements in the system should be those with reasonable potential for direct use by the units, system offices, boards and by state government for policy and planning purposes.

#1

2. (CONT'D)

- b. All elements put in the system should be as compatible as possible.
- c. Dual or duplicate systems, being extremely expensive to maintain, should be avoided.
- d. ADDED BY COMMISSION AT JUNE 6/7 MEETING

- 3. Governing boards should consider developing statements of rights and responsibilities for members of the institutions including faculty, students, administrators, staff and trustees along the lines suggested in the Technical Report on Accountability. These statements should be developed in consultation with each of the groups affected.

#2

2. (CONT'D)

- b. NO CHANGE
- c. NO CHANGE
- d. The units of the Montana University System should use a uniform system of accounts as prescribed by the American Council on Education and endorsed by the American Institute of Certified Public Accountants. Where necessary BIAS (Statewide Budgeting and Accounting System) should be modified to accommodate these nationally recognized requirements for college and university accounting.

- 3. Governing boards should develop statements of rights and responsibilities for members of the institutions including faculty, students, administrators, staff and trustees along the lines suggested in the Technical Report on Accountability which reads:

- accountability of post-secondary education to the public and its representatives
- accountability of post-secondary education to the student
- accountability of the individual (faculty, students, staff) to the institution
- accountability of the public and its representatives to the institution

These statements should be developed in consultation with each of the groups affected.

#3

2. (CONT'D)

(NO CHANGE ALL OF 2)

3. NO CHANGE ALL OF 3

(142) (CONT'D)

- b. All elements put in the system should be as compatible as possible.
- c. Dual or duplicate systems are extremely expensive to maintain and should be avoided.
- d. The units of the Montana University System should use a uniform system of accounts as prescribed by the American Council on Education and endorsed by the American Institute of Certified Public Accountants. Where necessary, the Statewide Budgeting and Accounting System should be modified to accommodate these nationally recognized requirements for college and university accounting.

- (143) Governing boards should develop statements of rights and responsibilities for members of the institutions (including faculty, students, administrators, staff and trustees) along the lines suggested in the Technical Report on Accountability:

- Accountability of postsecondary education to the public and its representatives.
- Accountability of postsecondary education to the student.
- Accountability of the individual (faculty, students, staff) to the institution.

- (144) These statements should be developed in consultation with each of the groups affected.

#1

4. ADDED BY COMMISSION AT 6/28/74 MEETING

#2

4. ADDED BY COMMISSION AT 6/28/74 MEETING

#3

4. The Board of Regents should be encouraged to publish an annual report on its activities including its financial status, as well as the goals and objectives of higher education in the state. This report should be made available to the Legislature in December of each year.

#4

(145) The Board of Regents should be encouraged to publish an annual report on its activities including its financial status, as well as the goals and objectives of higher education in the state. This report should be made available to the Legislature each December.

